The Conference Board of Canada

In partnership with

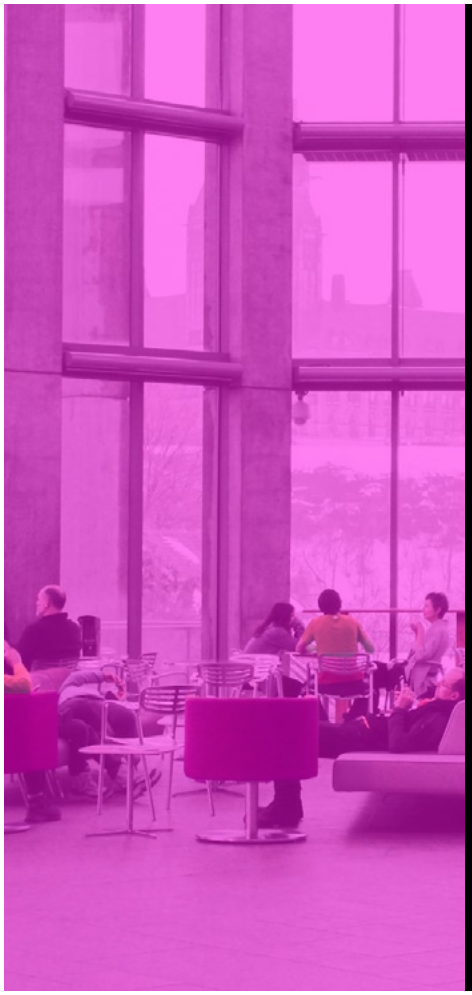
Future Skills Centre

# Recruitment Tools

## Sample Interview Questions

Hiring manager or recruiter

June 20, 2023



Future Skills Centre

The Future Skills Centre – Centre des Compétences futures (FSC-CCF) is a forward-thinking centre for research and collaboration dedicated to preparing Canadians for employment success. We believe Canadians should feel confident about the skills they have to succeed in a changing workforce. As a pan-Canadian community, we are collaborating to rigorously identify, test, measure, and share innovative approaches to assessing and developing the skills Canadians need to thrive in the days and years ahead.

The Future Skills Centre was founded by a consortium whose members are Toronto Metropolitan University, Blueprint, and The Conference Board of Canada.

If you would like to learn more about this report and other skills research from FSC, visit us at fsc-ccf.ca or contact info@fsc-ccf.ca.

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In partnership with:

Toronto Metropolitan University

The Conference Board of Canada

Blueprint

Funded by the Government of Canada's Future Skills Program

Canada

# Key terms

**aajiiqatigiinniq:** "Decision making through discussion and consensus."[1]

**avatittinnik kamatsiarniq:** "Respect and care for the land, animals, and the environment."[2]

**country meats:** Traditional Inuit food sourced from game, such as caribou, polar bear, seal, and beluga, among others.

**Elders:** Important Knowledge Keepers who play essential roles in ensuring cultural continuity. They are respected as leaders, teachers, role models, mentors, and healers.

**Guardians:** Experts whose role is to support Nations to care for lands and waters and manage environmental protection and restoration.

**Inuit Societal Values:** A set of Inuit beliefs, values, and communal rules centred on living a good life and the ways one is expected to behave.

**inuuqatigiitsiarniq:** "Respecting others, relationships and caring for people."[3]

**Knowledge Keepers:** Recognized community members with cultural knowledge.

**pijitsirniq:** "Serving and providing for family and/or community."[4]

**pilimmaksarniq/pijariuqsarniq:** "Development of skills through observation, mentoring, practice and effort."[5]

**piliriqatigiinniq/ikajuqtigiinniq:** "Working together for a common cause."[6]

**qanuqtuurniq:** "Being innovative and resourceful."[7]

**tunnganarniq:** "Fostering good spirits by being open, welcoming and inclusive."[8]

1 Government of Nunavut, *Public Service Annual Report 2020–21* (Iqaluit: Government of Nunavut, 2022), 4, https://www.gov.nu.ca/human-resources/documents/2020-21-public-service-annual-report.
2 Ibid.
3 Ibid.
4 Ibid.
5 Ibid.
6 Ibid.
7 Ibid.
8 Ibid

# Sample interview rubrics

## Aligning community member experience: Hunter/Harvester

### Job title in your organization: Guardian or Environmental Monitoring Assistant

**Brief job description:** Indigenous Guardians respond to emergencies, collect data on and monitor lands and waters, identify species and habitat, steward habitats to maintain ecosystem services, engage in land-use planning, and enforce compliance by observing, recording, and reporting.[9] Environmental Monitoring Assistants implement and build public awareness around environmental regulations, report non-compliance, review and monitor data, and informally train others.

9 Government of Canada, "Indigenous Guardians," Government of Canada, last modified December 12, 2022, https://www.canada.ca/en/environment-climate-change/services/environmental-funding/indigenous-guardians.html.

**Table 1**
Interview Questions

| Experience | Interview question | Rubric theme | Inuit Societal Values |
|---|---|---|---|
| **Hunter/Harvester:**<br>• Training over a lifetime with experienced mentors<br>• Applying skills under the guidance of experienced hunters<br>• Processing country meats (e.g., skinning, cleaning, butchering, safe storage)<br>• Sharing land-based experiential educational curriculum<br>• Being certified in firearms and safety, bear guard training, small vehicle operations, survival skills, vehicle and equipment maintenance<br>• Holding knowledge of the land, hunting area (i.e., spatial, geographic), local flora and fauna, and seasonal patterns of animal migration and movement | **Preamble:** In this first question, we'll be asking you to bring in anything you've experienced or learned—including, for example, experience on the land or learning language from an Elder—that relates to this position.<br><br>**Question:** Some of the main tasks in this position include monitoring lands and waters, engaging in land-use planning, and identifying species and habitat. Taking a few minutes, can you tell us about how your work or community experience relates to this position?<br><br>[Note: The interviewer can prepare by reviewing the resumé, drawing out examples as prompts.]<br><br>**Prompts:**<br>• What interests you about this position?<br>• Can you share any training—even if it's partway complete—that you've received that relates to the work in this job?<br>• Do you have a skill you'd like to share that relates to this work? (e.g., survival skills, mentoring youth) | Education, skills, ongoing learning | **pilimmaksarniq/pijariuqsarniq:**<br>"Development of skills through observation, mentoring, practice, and effort."<br><br>Source: Government of Nunavut, *Public Service Annual Report 2020–21,* 4. |

**Interview notes**

**Candidate name:**

**Notes:**

(continued ...)

**Table 1 (cont'd)**
Interview Questions

| Experience | Interview question | Rubric theme | Inuit Societal Values |
|---|---|---|---|
| **Hunter/Harvester:**<br>• Supporting family and community, contributing potentially 2,000 kilograms of country food to a community per year<br>• Mentoring more novice community members | **Preamble:** Often in life we need to work respectfully with a group of other people to get things done.<br><br>**Question:** Can you tell us about a time you needed to work in a team? What was the team's goal? And how did you bring your skills and knowledge to the team?<br><br>**Prompts:**<br>• Can you tell us about a time you needed to share information with community members (e.g., sharing about a change in the environment, planning a large family gathering, holding an event)? How did you make sure you reached the most people?<br>• Can you tell us about a mentor, role model, or leader who inspires you? How have they supported you? | Supportive team member | **inuuqatigiitsiarniq:** "Respecting others, relationships and caring for people."<br><br>**piliriqatigiinniq/ikajuqtigiinniq:** "Working together for a common cause."<br><br>**pijitsirniq:** "Serving and providing for family and/or community."<br><br>**tunnganarniq:** "Fostering good spirits by being open, welcoming and inclusive."<br><br>Source: Government of Nunavut, *Public Service Annual Report 2020–21,* 4. |

**Interview notes**

**Candidate name:**

**Notes:**

(continued ...)

**Table 1 (cont'd)**
Interview Questions

| Experience | Interview question | Rubric theme | Inuit Societal Values |
|---|---|---|---|
| **Hunter/Harvester:**<br>• Working collaboratively with other experts and emergency personnel to plan and execute rescue operations in cases of emergency<br>• Collaborating with others on budgeting and planning for hunting trips | **Preamble:** In this role, you'll need to collaborate with others.<br><br>**Question:** Can you tell us about a time you needed to work through a decision within a team, family, or group of people?<br><br>**Prompts:**<br>• What are the different steps you took?<br>• What sorts of teachings did you use to help guide you?<br>• Did you come across any challenges? What did you do to problem-solve?<br>• If you can't think of an example yourself, share about a time when you saw someone else doing this. What did you learn from that experience? | Decision-making/ conflict management | **aajiiqatigiinniq:** "Decision making through discussion and consensus."<br><br>Source: Government of Nunavut, *Public Service Annual Report 2020–21*, 4. |

**Interview notes**

**Candidate name:**

**Notes:**

(continued ...)

**Table 1 (cont'd)**
Interview Questions

| Experience | Interview question | Rubric theme | Inuit Societal Values |
|---|---|---|---|
| **Hunter/Harvester:**<br>• Managing equipment (procurement and maintenance) and budgeting for supplies based on the length of time on the land<br>• Applying for funding through government and community programs<br>• Navigating the land safely across all seasons and weather conditions<br>• Planning and executing necessary mitigation and rescue operations in cases of emergency | **Preamble:** Sometimes we encounter challenges, but those are times when we learn a lot about how to do things in a new way.<br><br>**Question:** Can you tell us about a time you came up against a challenge and needed to make a new plan, manage resources, or respond to the situation?<br><br>**Prompt:**<br>• What did you learn? | Innovation and project management | **qanuqtuurniq:** "Being innovative and resourceful."<br><br>Source: Government of Nunavut, *Public Service Annual Report 2020–21*, 4. |

**Interview notes**

**Candidate name:**

**Notes:**

| Experience | Interview question | Rubric theme | Inuit Societal Values |
|---|---|---|---|
| **Hunter/Harvester:**<br>• Sharing observations on environmental conditions related to animal health, climate change, and safety on ice with other hunters, community members, and relevant authorities | **Preamble:** This position requires respecting and caring for the land.<br><br>**Question:** Can you tell us about a teaching or an experience that really spoke to you about respect for the land? | Sustainability/job-specific | **avatittinnik kamatsiarniq:** "Respect and care for the land, animals, and the environment."<br><br>Source: Government of Nunavut, *Public Service Annual Report 2020–21*. |

**Interview notes**

**Candidate name:**

**Notes:**

# Aligning community member experience: Parent or Caregiver

## Job title in your organization: Administrative Assistant

**Brief job description:** Administrative professionals work across industries, in both the public and private sectors, to support office operations, provide customer service, and communicate internally and externally. They coordinate calendars, prepare for meetings, and ensure accurate documentation and filing.

**Table 2**
Interview Questions

| Experience | Interview question | Rubric theme | Inuit Societal Values |
|---|---|---|---|
| **Parent or Caregiver:**<br>• Applying leadership skills within the family, such as delegating tasks<br>• Managing complex family calendars, ensuring resources are available when needed<br>• Synthesizing information from multiple sources to best serve the needs of the collective (e.g., family, workplace)<br>• Accurately preparing forms and documents for school, healthcare, or government programs<br>• Being mentored by family, friends, Knowledge Keepers, or Elders on caregiving and supporting others<br>• Passing on teachings to children or mentoring other parents<br>• Engaging in ceremonies related to caregiving and life stages<br>• Having a certification or training in customer service, office management, or communications | **Preamble:** In this first question, we'll be asking you to bring in anything you've experienced or learned—including, for example, personal experience or learning from an Elder—that relates to this position.<br><br>**Question:** Some of the main tasks in this position include providing customer service, communicating with others, preparing for meetings, and maintaining documents and files. Taking a few minutes, can you tell us about how your work or community experience relates to this position?<br><br>[Note: The interviewer can prepare by reviewing the resumé, drawing out examples as prompts.]<br><br>**Prompts:**<br>• What interests you about this position?<br>• Can you share any training—even if it's partway complete—that you've received that relates to the work in this job?<br>• Do you have a skill you'd like to share that relates to this work? Can you share how you've applied that skill? | Education, skills, ongoing learning | **pilimmaksarniq/pijariuqsarniq:**<br>"Development of skills through observation, mentoring, practice, and effort."<br><br>Source: Government of Nunavut, *Public Service Annual Report 2020–21,* 4. |

**Interview notes**

**Candidate name:**

**Notes:**

(continued ...)

**Table 2 (cont'd)**
Interview Questions

| Experience | Interview question | Rubric theme | Inuit Societal Values |
|---|---|---|---|
| **Parent or Caregiver:**<br>• Demonstrating strong interpersonal skills<br>• Applying caregiving or supportive communications skills when collaborating with others (e.g., planning a family event, volunteering at a child's school)<br>• Supporting others, including family, friends, community members, and Elders | **Preamble:** Often in life we need to work respectfully with a group of other people to get things done.<br><br>**Question:** Can you tell us about a time you needed to work in a group? What was the group's goal? And how did you bring your skills and knowledge to the group?<br><br>**Prompts:**<br>• Can you tell us about a time you needed to share information with community members (for example, planning a large family gathering)? How did you make sure the communication was respectful, reached the most people, or was creative?<br>• Can you tell us about a mentor, role model, or leader who inspires you? How have they supported you? | Supportive team member | **inuuqatigiitsiarniq:** "Respecting others, relationships and caring for people."<br><br>**piliriqatigiinniq/ikajuqtigiinniq:** "Working together for a common cause."<br><br>**pijitsirniq:** "Serving and providing for family and/or community."<br><br>**tunnganarniq:** "Fostering good spirits by being open, welcoming and inclusive."<br><br>Source: Government of Nunavut, *Public Service Annual Report 2020–21,* 4. |

**Interview notes**

**Candidate name:**

**Notes:**

(continued ...)

**Table 2 (cont'd)**
Interview Questions

| Experience | Interview question | Rubric theme | Inuit Societal Values |
|---|---|---|---|
| **Parent or Caregiver:**<br>• Working with multiple stakeholders (e.g., family members) to get buy-in and focus efforts toward common goals<br>• Applying relational leadership, demonstrating an openness to other perspectives<br>• Managing conflict (e.g., within the family, with neighbours, or when relating to institutions) | **Preamble:** In this role, you'll need to collaborate with others.<br><br>**Question:** Can you tell us about a time you needed to work through a decision within a team, family, or group of people?<br><br>**Prompts:**<br>• What are the different steps you took?<br>• What sorts of teachings did you use to help guide you?<br>• Did you come across any challenges? What did you do to problem-solve?<br>• If you can't think of an example yourself, share about a time 2when you saw someone else doing this. What did you learn from that experience? | Decision-making/ conflict management | **aajiiqatigiinniq:** "Decision making through discussion and consensus."<br><br>Source: Government of Nunavut, *Public Service Annual Report 2020–21*, 4. |

**Interview notes**

**Candidate name:**

**Notes:**

(continued ...)

**Table 2 (cont'd)**
Interview Questions

| Experience | Interview question | Rubric theme | Inuit Societal Values |
|---|---|---|---|
| **Parent or Caregiver:**<br>• Demonstrating a high degree of agility, which prioritizes collaboration; getting to a working solution rather than a comprehensive one; and responding to change rather than following a rigid plan (e.g., when planning a family event or reunion)<br>• Being open to piloting new ways of doing things; relearning skills to support a team (e.g., relearning to help with homework, sports, or technology)<br>• Managing budgets (e.g., household, events), including navigating budget constraints and allocating funds to different budget lines (e.g., food)<br>• Managing competing priorities for a variety of stakeholders (e.g., extended family, community, immediate family, self) | **Preamble:** Sometimes we encounter challenges, but those are times when we learn a lot about how to do things in a new way.<br><br>**Question:** Can you tell us about a time you came up against a challenge and needed to change what you were doing or adapt?<br><br>**Prompt:**<br>• What did you learn? | Innovation and project management | **qanuqtuurniq:** "Being innovative and resourceful."<br><br>Source: Government of Nunavut, *Public Service Annual Report 2020–21*, 4. |

**Interview notes**

**Candidate name:**

**Notes:**

| Experience | Interview question | Rubric theme | Inuit Societal Values |
|---|---|---|---|
| **Parent or Caregiver:**<br>• Sharing observations on how office operations and events can be conducted more sustainably to reduce waste | **Preamble:** In any role, we can bring knowledge about respecting and caring for the land.<br><br>**Question:** Can you tell us about a time you applied knowledge about caring for the environment (for example, thinking about waste when planning an event)? | Sustainability/job-specific | **avatittinnik kamatsiarniq:** "Respect and care for the land, animals, and the environment."<br><br>Source: Government of Nunavut, *Public Service Annual Report 2020–21*, 4. |

**Interview notes**

**Candidate name:**

**Notes:**

(continued ...)

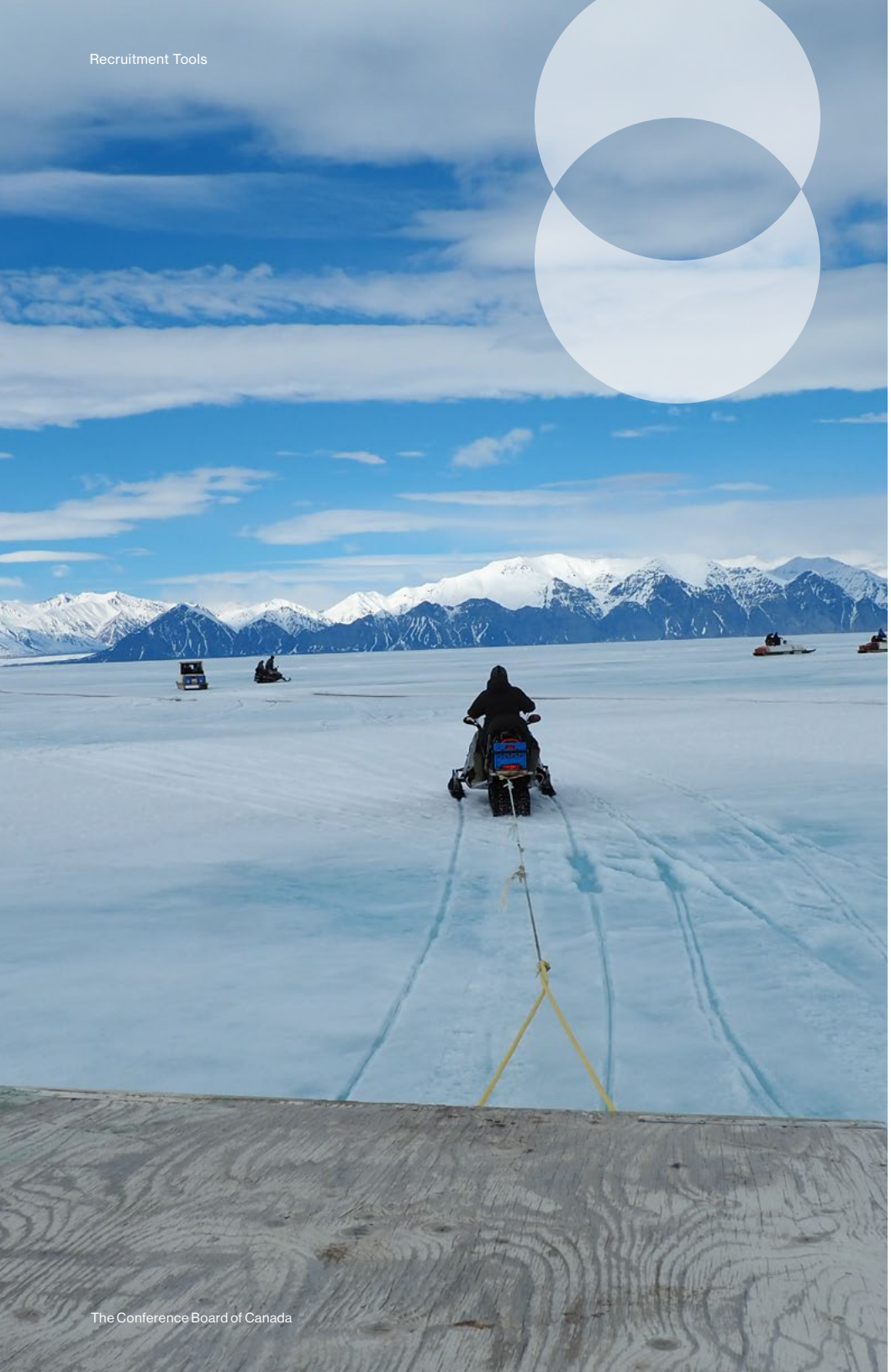
**Table 2 (cont'd)**
Interview Questions

| Experience | Interview question | Rubric theme | Inuit Societal Values |
|---|---|---|---|
| **Parent or Caregiver:**<br>• Sharing observations on how office operations and events can be conducted more sustainably to reduce waste | **Preamble:** In any role, we can bring knowledge about respecting and caring for the land.<br><br>**Question:** Can you tell us about a time you applied knowledge about caring for the environment (for example, thinking about waste when planning an event)? | Sustainability/job-specific | **avatittinnik kamatsiarniq:** "Respect and care for the land, animals, and the environment."<br><br>Source: Government of Nunavut, *Public Service Annual Report 2020–21*, 4. |

**Interview notes**

**Candidate name:**

**Notes:**



## Think about your industry. What are some Inuit community roles and skills you could add to the following table? For example, apply the knowledge of an Elder or Knowledge Keeper to the role of a cultural interpreter in the tourism industry.

Try to think outside the box as you develop your interview questions to best understand how people with different lived experiences can transfer their competencies to a role in new ways.

Job title in your organization:

**Table 3**
Interview Questions

| Experience | Interview question | Rubric theme | Inuit Societal Values |
|---|---|---|---|
| | **Preamble:** | Education, skills, ongoing learning | **pilimmaksarniq/pijariuqsarniq:** "Development of skills through observation, mentoring, practice, and effort."<br>Source: Government of Nunavut, *Public Service Annual Report 2020–21,* 4. |
| | **Question:** | | |
| | **Prompts:** | | |

**Interview notes**

**Candidate name:**

**Notes:**

(continued ...)

**Table 3 (cont'd)**
Interview Questions

| Experience | Interview question | Rubric theme | Inuit Societal Values |
|---|---|---|---|
| | **Preamble:**<br><br>**Question:**<br><br>**Prompts:** | Supportive team member | **inuuqatigiitsiarniq:** "Respecting others, relationships and caring for people."<br><br>**piliriqatigiinniq/ikajuqtigiinniq:** "Working together for a common cause."<br><br>**pijitsirniq:** "Serving and providing for family and/or community."<br><br>**tunnganarniq:** "Fostering good spirits by being open, welcoming and inclusive."<br><br>Source: Government of Nunavut, *Public Service Annual Report 2020–21,* 4. |

**Interview notes**

**Candidate name:**

**Notes:**

(continued ...)

**Table 3 (cont'd)**
Interview Questions

| Experience | Interview question | Rubric theme | Inuit Societal Values |
|---|---|---|---|
| | **Preamble:** | Decision-making/ conflict management | **aajiiqatigiinniq:** "Decision making through discussion and consensus."<br>Source: Government of Nunavut, *Public Service Annual Report 2020–21*, 4. |
| | **Question:** | | |
| | **Prompts:** | | |

**Interview notes**

**Candidate name:**

**Notes:**

(continued ...)

**Table 3 (cont'd)**
Interview Questions

| Experience | Interview question | Rubric theme | Inuit Societal Values |
|---|---|---|---|
| | **Preamble:** | Innovation and project management | **qanuqtuurniq:** "Being innovative and resourceful."<br>Source: Government of Nunavut, *Public Service Annual Report 2020–21*, 4. |
| | **Question:** | | |
| | **Prompts:** | | |

**Interview notes**

**Candidate name:**

**Notes:**

(continued ...)

**Table 3 (cont'd)**
Interview Questions

| Experience | Interview question | Rubric theme | Inuit Societal Values |
|---|---|---|---|
| | **Preamble:** | Sustainability/job-specific | **avatittinnik kamatsiarniq:** "Respect and care for the land, animals, and the environment."<br>Source: Government of Nunavut, *Public Service Annual Report 2020–21*, 4. |
| | **Question:** | | |
| | **Prompts:** | | |

**Interview notes**

**Candidate name:**

**Notes:**

Where insights meet impact

**Recruitment Tools: Sample Interview Questions**

Alicia Hibbert, Twiladawn Stonefish, and Nafisa Sarwat

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