Are You Ready for a Job Interview?

Overview

This lesson is designed to assist students in preparing for a job interview. It has five parts:

1. defining what a job interview is;
2. using the worksheet's Job Interview Checklist to help students learn how to make a good impression;
3. accessing the system's Job Interview Practice feature to help students answer questions they may be asked during an actual interview;
4. making students aware of the kind of information that will come up during an interview; and
5. optional follow-up activities like participating in mini mock interviews and writing thank-you letters.

Materials

Access to the system

A copy of the Are You Ready for a Job Interview? worksheet for each student

Teacher Preparation

Familiarize yourself with the Job Interview Practice feature:

- From the system's Home page, click the Career Planning tab.
- Scroll down to click the link to Get a Job.
- Select Job Interview Practice.
- In the feature, click Get Started.
- Select Commonly Asked Questions.

You will see ten questions that are most commonly asked during interviews. Students will be asked to answer these questions and record their answers as they proceed.

- Click the link to First Question.

Students will have the chance to work out and enter their best response to the question in the field provided. Quickly click through the remaining questions to familiarize yourself with the process and content.

Introductory Activity

1. What is a job interview? Introduce the topic by asking students if they have ever been interviewed for a job. Most of them will probably not have had the experience. Your introduction might go something like this:

   When it's time to find a job, there are two things you can expect. You can expect to fill out a job application, submit a resume, and be interviewed. An interview is one way employers who don't know you at all can get to know what you might be like as an employee.

   Think about how it is when a new person comes into the classroom. You are naturally curious about them -- and you might even conduct your own little interview to get to know them better. You might ask them where they are from, if they have siblings, what they like to do, etc.

   Much the same thing that happens when you look for a job. The employer is ready to hire someone and wants to pick the best candidate. Talking to the people who express an interest in the job and getting to know something about them helps the employer make a good decision.
Core Activities

(2) Next, you'll probably want to talk about making a good impression. Refer the students to the Job Interview Checklist part of the worksheet and discuss those points further with them if desired.

(3) Now direct your students to the system's Job Interview Practice feature. Depending on the abilities of your students, you might have them work independently or you might want to discuss each question as you walk them through this module. Have them print out their Review Your Answers page.

(4) Direct your students' attention to the Interview Information section of the worksheet. This is some of the information they'll have to have at hand, memorize and/or in notes, during an interview. In filling out the Skills section of the sheet, students may find the Skills You Need section the system's career profiles helpful.

In choosing references, students should be instructed to choose people who will say positive things about them; people like previous employers, teachers, counselors, clergy, etc. They should NOT use relatives or friends, and should always ask permission before giving anyone's name to employers. It is important that students be able to provide the first names and addresses of the references they present.

(5) Time allowing, you might hold mock interviews, where the students can practice using the information they've gathered during the lesson. The jobs the students interviewed for would be based on ads that you pulled from the classified sections of newspaper, reworked slightly to fit your purposes.

You could put students in pairs and have them take turns interviewing each other. You could direct the interviewers to use the appropriate set of Job Interview Practice questions (Administrative, Retail, Service and Industrial) from the system, depending on the job being interviewed for. Have the students practice the whole process, from the opening hello and handshake.

If subsequent lesson time is available for such an exercise, students could be required to dress as they would for interviews. You might even film the experiences and play them back for class discussion. You could also invite a member of the community (possibly someone in human resources) to act as the interviewer to make the experience more realistic.

A simple thank-you letter to follow up after an interview can go a long way toward making a job opportunity a reality. The system's Thank-You Letter Builder (to access it, click the Career Planning tab, then the link to the Get a Job section) will effectively walk students through this process.