

Succeed in a Job Interview

Unit. World of Work Skills

Problem Area. Demonstrate Employability Skills

Lesson. Succeed in a Job Interview

■ **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Explain the purpose of a job interview.**
- 2 Explain some tips for making a good impression in a job interview.**
- 3 Describe what an applicant can learn from being denied a job opening.**

■ **List of Resources.** The following resources may be useful in teaching this lesson:

This lesson was adapted from the following: "Curriculum Resources. Lesson B7-7." *Illinois Agricultural Education*.

<<http://www.agriculturaleducation.org/curriculum/default.asp>>.

Clark, Lyn, Marie M. Stewart, and Kenneth Zimmer. *Business English and Communication*. 6th ed. New York: McGraw-Hill, 1984.

Oliverio, Mary, William Pasewark, and Bonnie White. *The Office*. Mason, OH: Thomson South-Western, 2003.

An interview question bank and mock job interviews are available at:
<http://www.job-interview.net>

Interview resources are available at: <http://www.resumesforall.com/interview-skills.html>



■ **List of Equipment, Tools, Supplies, and Facilities**

- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Materials listed on duplicated items
- ✓ Computers with printers and Internet access
- ✓ Classroom resource and reference materials

■ **Terms.** The following terms are presented in this lesson (shown in bold italics):

- ▶ cues
- ▶ denial
- ▶ impromptu response
- ▶ job interview
- ▶ personable
- ▶ promptness

■ **Interest Approach.** Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situation. A possible approach is included here.

This lesson should explain the purpose of a job interview and methods for making a good impression. Have a local personnel director visit your class, or if your school principal / assistant principal has interview experience, have him or her visit the class. Have the guest explain what he or she tries to accomplish in an interview. What questions does he or she normally ask? Have your guest explain why he or she asks particular questions. Also, ask the guest to provide examples of what creates a good impression about the candidate.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1: Explain the purpose of a job interview.

Anticipated Problem: What is the purpose of a job interview?

- I. A **job interview** is a personal conference that allows the employer to assess the job applicant and the applicant to assess the prospective employer. From both the employer’s and job applicant’s standpoint, there are several reasons to participate in an interview.
 - A. Employers use interviews for some of the following reasons:
 1. Interviews allow them to determine particular qualifications or traits. Interviews assist them in making a judgment as to whether the applicants possess qualities that are important in the job.
 2. Interviews allow them the opportunity to verbally explain the job and its duties to the applicants.
 3. Interviews enable them to make a judgment on the candidates’ verbal communication skills.
 4. Interviews enable them to clarify points contained in the applicants’ résumés, letters of application, and/or job applications.
 5. Interviews enable them to determine if applicants can “think on their feet.” This is accomplished by asking questions in which the applicants must provide an impromptu response. An **impromptu response** is one that is given without prior preparation.
 - B. Applicants can use job interviews for the following purposes:
 1. To determine the specific duties of the job
 2. To explain to the employer why they would be a benefit to the organization
 3. To relate specific education, training, or work experience that has prepared them for the job
 4. To determine the permanency and expected hours of work
 5. To convey enthusiasm, confidence, and an interest in the available position

*Many techniques can be used to help students master this objective. As an example, students could use Chapter 13 in *The Office*. Use VM–A and VM–B to reinforce the purposes of an interview from both the employer’s and applicant’s standpoint.*

Objective 2: Explain some tips for making a good impression in a job interview.

Anticipated Problem: What can the applicant do to help make a good impression?

- II. Making a good impression will help applicants sell themselves to the employer. There are several tips which can help in making a good impression during an interview.
 - A. Study the employer before the interview. Learning about the business indicates interest in the company and the available job. Think about possible questions and their answers.
 - B. Dress appropriately. Clothing and grooming should be appropriate for the nature of the job. Candidates should be neat and well-groomed.
 - C. Bring a pen, note pad, letter of application, and résumé. These tools assist candidates in taking notes and answering questions. It is also important to know your Social Security Number.
 - D. Be prompt. **Promptness** refers to arriving on time. Being on time gives the employer an indication of how prompt applicants will be if they get the job.
 - E. Be personable. **Personable** means demonstrating good manners, speaking clearly, and being confident.
 - F. Conclude the interview on schedule. Take cues from the interviewer. **Cues** are indirect indications or hints. Always express thanks for the opportunity and determine when the employer will make a decision.
 - G. Follow-up in writing. Send a written letter of thanks. Candidates should also use the letter as an opportunity to sell themselves.

*Many techniques can be used to help students master this objective. As an example, students could use Chapter 13 in *The Office*. Use VM–C to reinforce tips that applicants can use in making a good impression.*

Objective 3: Describe what an applicant can learn from being denied a job opening.

Anticipated Problem: What can be learned from being denied a job opening?

- III. A **denial** refers to when an applicant is not chosen for a job. When an applicant is denied employment, he or she should carefully examine the reasons why. These reasons can be classified into two broad categories.
 - A. Things the candidate can control—These include factors that the applicant can influence. The applicant may be lacking in a particular area. The situation might be improved by additional education or training.
 - B. Things beyond the candidate’s control—These include factors the applicant cannot change. There is not much the applicant is able to do to change what one employer views as a negative.

Many techniques can be used to help students master this objective. Use VM–D to generate discussion on denial factors that can and cannot be controlled by the applicant. Help students understand that, although painful, much can be learned from denial.

- **Review/Summary.** Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle. Questions at the ends of chapters in the textbook may also be used in the review/summary.
- **Application.** Application can involve the following student activity:
 - ◆ Have students participate in mock interviews to help prepare them for real-life interview situations.
- **Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.

■ **Answers to Sample Test:**

Part One: Matching

1. c
2. b
3. a
4. d

Part Two: Completion

1. personable
2. impromptu response
3. verbal

Part Three: Short Answer

1. a. those the applicant can control
b. those beyond the control of the applicant
2. Students can list any three of the following:
 - a. Interviews enable them to determine applicants' traits.
 - b. Interviews allow them the opportunity to verbally explain the job to applicants.
 - c. Interviews allow them the opportunity to evaluate applicants' verbal skills.
 - d. Interviews allow them the opportunity to clarify items in applicants' résumés.
 - e. Interviews enable them to determine if applicants can think on their feet.

3. Students can list any four of the following:
 - a. Study the employer prior to interviewing.
 - b. Dress appropriately.
 - c. Bring a pen, note pad, and résumé.
 - d. Be prompt.
 - e. Be personable.
 - f. Conclude the interview on schedule.
 - g. Follow-up in writing.

Succeed in a Job Interview

► Part One: Matching

Instructions: Match the term with the correct definition.

- | | |
|-----------|------------------|
| a. cue | c. promptness |
| b. denial | d. job interview |

- ____ 1. Refers to arriving on time for an interview
- ____ 2. When an applicant is not chosen for a job
- ____ 3. An indirect indication or hint
- ____ 4. A personal conference between the employer and the applicant

► Part Two: Completion

Instructions: Provide the word or words to complete the following statements.

1. Being _____ means demonstrating good manners and acting confident.
2. An _____ is given without prior preparation.
3. An interview allows the employer to make a judgment on the applicant's _____ communication skills.

► Part Three: Short Answer

Instructions: Complete the following.

1. List the two categories in which reasons for denials may be classified.



2. List three reasons an employer uses interviews.

3. List four tips for making a good impression in the interview.

SOME REASONS EMPLOYERS USE THE INTERVIEW PROCESS

- ◆ Enables them to determine the applicants' traits
- ◆ Allows them to verbally explain the job to the applicants
- ◆ Enables them to evaluate the applicants' verbal skills
- ◆ Allows them to clarify items in the résumé
- ◆ Enables them to determine if applicants can “think on their feet”



SOME PURPOSES THE INTERVIEW PROCESS SERVES FOR APPLICANTS

- ◆ Enables them to determine specific duties
- ◆ Allows them the opportunity to explain why they would help the company
- ◆ Allows them the opportunity to relate specific education or training
- ◆ Enables them to determine permanency and hours of work
- ◆ Allows them the opportunity to convey enthusiasm and confidence



TIPS FOR MAKING A GOOD IMPRESSION IN A JOB INTERVIEW

- ◆ Study the employer prior to the interview.
- ◆ Dress appropriately.
- ◆ Bring a pen, note pad, and résumé.
- ◆ Be prompt.
- ◆ Be personable.
- ◆ Conclude the interview on schedule.
- ◆ Follow-up in writing.



DENIAL FACTORS

Factors the applicant can control:

- ◆ Level of education or training
- ◆ Promptness
- ◆ Appropriate clothing and grooming
- ◆ Interest in the job
- ◆ Attitude toward work

Factors the applicant cannot control:

- ◆ Interviewer prejudices
- ◆ Salary and wages
- ◆ Working hours
- ◆ Employer indecisiveness
- ◆ Employer's schedule

