

# Job Interview Techniques

**Unit.** Employability in Family and Consumer Science

**Problem Area.** Gaining Employment

**Lesson.** Job Interview Techniques

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

- 1** Define a job interview and explain its purpose.
- 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 Equipment, Tools, Supplies, and Facilities**

- ✓ Writing surface
- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication



■ **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 students for this lesson. Teachers often develop approaches for their unique class and student situations. A possible approach is included here.

*This lesson should explain the purpose of a job interview and methods for making a good impression. Have your school principal, counselor, another teacher, or even employers from the family and consumer science industry visit the class as guest interviewers. Interview a number of students in front of the class and give them feedback on their performance.*

## SUMMARY OF CONTENT AND TEACHING STRATEGIES

**Objective 1:** Define a job interview and explain its purpose.

**Anticipated Problem:** What is a job interview, and why is it held?

- 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. Allows the determination of particular qualifications or traits. The interview assists in making a judgement as to whether the applicants possess qualities that are important in the job.
    2. Allows the opportunity to verbally explain the job and its duties.
    3. Enables employers to make a judgement on the candidates' verbal communication skills.
    4. Allows the clarification of points contained in the applicants' résumé, letter of application, or job application.

5. Enables employers 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 the applicant would be a benefit to the organization.
  3. To relate specific education, training, or work experience that have prepared the applicant 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.

*Various techniques can be used to master this objective. 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 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.

Various techniques can be used to master this objective. 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 rejected for a potential job?

- 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 a denial.

■ **Review/Summary.** Use the student learning objectives as the basis for review and summary. Have students explain the content associated with each objective. Use their responses in determining which objectives and concepts need to be retaught. The anticipated problems can be used as student review questions.

■ **Application.** Use the included visual masters to apply the information presented in the lesson. Having students participate in mock interviews will also be helpful in preparing them for real-life interview situations.

■ **Evaluation.** Evaluation should be based on student comprehension of the learning objectives. This can occur during instruction, review, or later as students apply the information. The sample written test provided can also be used.

### ■ **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. those the applicant can control, those beyond the control of the applicant
2. Students can list any three of the following:
  - a. ability to determine applicant traits
  - b. ability to verbally explain the job
  - c. opportunity to evaluate applicant's verbal skills
  - d. opportunity to clarify items in résumé
  - e. opportunity 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.

# Job Interview Techniques

## ► 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.** 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 judgement on the applicant's \_\_\_\_\_ communication skills.





# Job Interview Techniques

## Overview

Each student is to write a multi-paragraphed, expository composition in which he or she explains how to conduct oneself before, during, and after a job interview accordingly:

- ◆ *Focusing the paper:* Set purpose of paper through thematic introduction, specific preview, or may be achieved inductively through the paper; maintain position/logic throughout; develop closing (may be restatement of points in the introduction).
- ◆ *Supporting and elaborating major points:* Support points with detail (some developed with more detail than others—not balanced or even); make development of depth evident; use word choice to enhance specificity.
- ◆ *Organizing the paper:* Develop clear structure; paragraph major points appropriately; use effective devices (e.g., transitions, pronouns, parallel structure) to demonstrate coherence and cohesion; vary sentence structure to produce cohesion.
- ◆ *Using conventions:* Demonstrate mastery of sentence construction, basic subject/verb agreement, and basic punctuation and capitalization; use few invented spellings of uncommon words; evidence few major errors in proportion to amount written.
- ◆ *Developing an integrated paper:* Develop for grade level; maintain clear and purposeful focus; maintain in-depth, balanced support; identify and develop lines of reasoning throughout the paper.

## Procedures

Prior Student Learning Opportunities

1. In order to compose well-organized and coherent writing for specific purposes and audiences, students should experience sufficient learning opportunities to develop the following skills:
  - ◆ Select and apply appropriate pre-writing strategies (e.g., Webbing, brainstorming, listing, note-taking, outlining, research).
  - ◆ Compose a clear thesis/claim that contains the main idea in an essay.
  - ◆ Choose the appropriate form for the purpose of writing (e.g., letters, essays, poems, reports, narratives), voice, and style appropriate to the audience and purpose.
  - ◆ Use an effective, coherent organizational pattern (e.g., sequence, cause/effect, comparison, classification).
  - ◆ Write using organization (e.g., introduction, body, conclusion) and elaboration (first and second level support) that demonstrate coherence.



- ◆ Edit and revise to maintain a consistent voice, tone, and focus throughout a piece of writing.
- ◆ Use figurative language.
- ◆ Use appropriate transitional words, phrases, and devices to connect and unify key ideas and claims.
- ◆ Select effective formats for publication of final product.
- ◆ Use available technology.

### Student Task

2. Have students review and discuss the assessment task and how the rubric will be used to evaluate their work.
3. The student will be given the following prompt on the day of the assessment:

The guidance counselor of our school is interested in learning if students understand how they should conduct themselves before, during, and after a job interview. The principal feels that understanding these concepts would help students find positions in our competitive work force. Keeping this in mind, you are to write an essay on ways to prepare for an interview, ideas to remember during the initial interview, and what should be done after the interview has taken place.

4. The student will write a multi-paragraphed paper on the prompt.
5. Each student will proofread and revise his or her drafts as time permits.

### Evaluation

6. Evaluate each student's performance using the rubric. Add each student's scores to determine the performance level.

### Time Requirements

- ◆ 180–225 minutes (4–5 class periods)

### Resources

- ◆ Writing materials
- ◆ Notes
- ◆ Technology (if available)
- ◆ Copies of prompt
- ◆ Student task sheet
- ◆ Writing scoring rubric

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# Job Interview Techniques

- ◆ Exceeds standard (28–32 total points)
- ◆ Meets standard (21–27 total points)
- ◆ Approaches standard (15–20 total points)
- ◆ Begins standard or absent (6–14 total points)

	FOCUS	SUPPORT	ORGANIZATION	CONVENTIONS	INTEGRATION
6	<ul style="list-style-type: none"> <li>• Effective opening (may or may not include specific preview) which displays sophistication through the use of anecdotes, quotations, definitions, personal appeals, or other effective strategies; may develop the focus inductively.</li> <li>• Writing is purposeful with logic maintained throughout.</li> <li>• Effective closing which relates to opening and unifies the writing (may invite exploration, raise relevant questions, or use other devices/ideas).</li> </ul>	<ul style="list-style-type: none"> <li>• All major points fully developed and supported evenly by specific detail throughout the paper.</li> <li>• Extensive, in-depth development of support using multiple strategies (e.g., explanation, evidence, and example).</li> <li>• Word choice enhances specificity.</li> </ul>	<ul style="list-style-type: none"> <li>• Structure is clear, appropriate, and effective.</li> <li>• All paragraphs are appropriate and purposeful.*</li> <li>• Coherence and cohesion are demonstrated throughout with effective and varied devices.</li> <li>• All points logically presented and interrelated.</li> <li>• Varied sentence structure and word choice produce cohesion.</li> </ul>		<ul style="list-style-type: none"> <li>• Fully developed for grade level.</li> <li>• Clear and purposeful focus; in-depth, balanced support; lines of reasoning identified and developed coherently and cohesively throughout.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Clearly sets purpose of paper through thematic introduction, specific preview, or successful, more sophisticated introduction; may develop the focus inductively.</li> <li>• Maintains clear position/ logic throughout.</li> <li>• Effective closing.</li> </ul>	<ul style="list-style-type: none"> <li>• All major points developed evenly by specific detail (to the same degree of specificity).</li> <li>• Most support developed through multiple strategies (e.g., explanation, evidence, and example).</li> <li>• Word choice enhances specificity.</li> </ul>	<ul style="list-style-type: none"> <li>• Structure is clear and appropriate to purpose.</li> <li>• All points are appropriately paragraphed.*</li> <li>• Coherence and cohesion are demonstrated by effective and varied transitions and/or other devices.</li> <li>• All points are logically presented and interrelated.</li> <li>• Varied sentence structure and word choice produce cohesion.</li> </ul>		<ul style="list-style-type: none"> <li>• Developed for grade level.</li> <li>• All features are developed but not equally well developed throughout.</li> </ul>

	FOCUS	SUPPORT	ORGANIZATION	CONVENTIONS	INTEGRATION
4	<ul style="list-style-type: none"> <li>Clearly sets purpose of paper through thematic introduction or specific preview.</li> <li>May attempt a more sophisticated introduction (with varying degrees of success).</li> <li>If previewed, paper develops only previewed points.</li> <li>Maintains clear, logical subject/position.</li> <li>Clear closing.</li> </ul>	<ul style="list-style-type: none"> <li>Most major points developed by specific detail.</li> <li>All key points supported, some key points may be more developed than others (not even or balanced).</li> <li>Word choice may enhance specificity.</li> </ul>	<ul style="list-style-type: none"> <li>Structure is clear.</li> <li>Most major points appropriately paragraphed.*</li> <li>Coherence (paragraph to paragraph) and cohesion (sentence to sentence) demonstrated with appropriate transitions and/or other devices; a variety of transitional devices may be present in more developed essays.</li> <li>Most points logically presented and organized.</li> <li>Some varied sentence structure and word choice produce cohesion.</li> </ul>		<ul style="list-style-type: none"> <li>Bare-bones–developed paper for grade level.</li> <li>Simple and clear, presents nothing more than the essentials.</li> <li>Limited depth.</li> </ul>
3	<ul style="list-style-type: none"> <li>Subject/position (or issue) identified by only brief, general opening statement or established somewhere in the paper.</li> <li>If previewed, paper develops more or fewer points than previewed.</li> <li>Minor focus drift or lapses in logic (not really separate ideas—repetitious).</li> <li>Closing is absent or only a verbatim reiteration of the introduction.</li> <li>Lacks sufficiency to demonstrate a developed focus.</li> </ul>	<ul style="list-style-type: none"> <li>Some main points are developed by specific detail (e.g., second-order ideas beyond major point), some may be general.</li> <li>Some elaboration of key points but lacks depth.</li> <li>Lacks sufficiency to demonstrate developed support.</li> </ul>	<ul style="list-style-type: none"> <li>Structure is evident.</li> <li>May have inappropriate or intrusive transitions that disrupt the progression of ideas (e.g., “Firstly,” “Secondly,” “Lastly” used within paragraphs).</li> <li>Some major points appropriately paragraphed.*</li> <li>Has coherence but lacks cohesion.</li> <li>May have a minor digression.</li> <li>May lack sufficiency to demonstrate developed organization.</li> </ul>		<ul style="list-style-type: none"> <li>Partially developed.</li> <li>Some (or one) of the feature(s) may not be sufficiently formed, but all are present.</li> <li>Inference is usually required.</li> </ul>

	FOCUS	SUPPORT	ORGANIZATION	CONVENTIONS	INTEGRATION
2	<ul style="list-style-type: none"> <li>Subject/position is vague or prompt-dependent; may launch with no unifying statement anywhere or repeats prompt or a portion of it as the only focusing statement.</li> <li>Unrelated or illogical ideas that drift from focus; paper may consist mostly of repetitions and redundancies.</li> <li>Off-mode response that does NOT serve persuasive/expository purpose.</li> <li>Multiple subjects/positions without a unifying umbrella statement.</li> <li>May be insufficient writing to determine that subject/position (or issue) can be sustained.</li> </ul>	<ul style="list-style-type: none"> <li>Most support is general or consists of repetition/redundancy.</li> <li>Simple list of specifics that may have some extensions.</li> <li>May be insufficient writing to determine that the support can be maintained.</li> </ul>	<ul style="list-style-type: none"> <li>Structure is noticeable, but the reader must infer it.</li> <li>Limited evidence of appropriate paragraphing.*</li> <li>Little structure within paragraphs (e.g., little purposeful ordering of sentences).</li> <li>Lacks appropriate persuasive or expository structure.</li> <li>May have a major digression.</li> <li>May be insufficient writing to determine that organization can be sustained.</li> </ul>	<ul style="list-style-type: none"> <li>Mastery of sentence construction.</li> <li>Very few run-ons or fragments in proportion to amount written.</li> <li>Mastery of verb tense and subject/verb agreement.</li> <li>Correct use of pronouns.</li> <li>Mastery of punctuation/capitalization.</li> <li>Few minor and very few major errors in proportion to amount written.**</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to address the assignment, but only rudiments of techniques for forming focus, support, and organization can be detected.</li> <li>Some confusion and/or disjointedness.</li> <li>Lacks appropriate persuasive or expository structure.</li> <li>May be insufficient writing to determine that features can be maintained.</li> </ul>
1	<ul style="list-style-type: none"> <li>Subject/position (or issue) is unclear.</li> <li>Insufficient writing to show that criteria are met.</li> </ul>	<ul style="list-style-type: none"> <li>Support may lack clarity.</li> <li>Insufficient writing to show that criteria are met.</li> </ul>	<ul style="list-style-type: none"> <li>Structure is attempted; the reader must work hard to infer it.</li> <li>Insufficient writing to show that criteria are met.</li> </ul>		<ul style="list-style-type: none"> <li>Does not fulfill the assignment, barely deals with the topic, or does not present most or all of the features.</li> <li>Insufficient writing to show that criteria are met.</li> </ul>
Score					

Remember: Integration scores are to be doubled when tallying totals.

\*A well-developed, one-paragraph paper may receive a “4,” “5,” or “6.”

\*\*Convention scores will be assigned on the basis of “2” for a developed score and “1” for an undeveloped score.

## MAJOR AND MINOR ERRORS

### SENTENCE CONSTRUCTION

#### Major Errors

- ◆ Incorrect subject/verb agreement
- ◆ Run-on(s)
- ◆ Fragment(s)

- ◆ Omitted words that interfere
- ◆ Incorrect usage
- ◆ Incorrect use of common words
- ◆ Incorrect pronoun reference
- ◆ Confusing tense shifts

### **Minor Errors**

- ◆ Incorrect use of connectors between clauses
- ◆ Omitted words that do not interfere

## **USAGE**

### **Minor Errors**

- ◆ Commas in a series, for opening or clauses
- ◆ Awkward or odd use of words/phrases, but meaning is still clear
- ◆ Homonyms (its/it's, there/their/they're, to/two/too)

## **SPELLING**

### **Major Errors**

- ◆ Misspelled common words (same word misspelled is considered only once)

### **Minor Errors**

- ◆ Inventive spellings for unusual or less frequently used words

## **PARAGRAPH FORMAT**

### **Major Errors**

- ◆ Using titles to delineate paragraphs
- ◆ Numbering paragraphs
- ◆ Mixed or incorrect paragraph formats

### **Minor Errors**

- ◆ Inconsistent separation of paragraphs

## **PUNCTUATION/CAPITALIZATION**

### **Major Errors**

- ◆ Omission of initial caps
- ◆ Common proper nouns
- ◆ Missing or incorrect ending punctuation
- ◆ Missing or misplaced apostrophes

### **Minor Errors**

- ◆ Missing periods for abbreviations

# SOME REASONS EMPLOYERS USE INTERVIEWS

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- ◆ Enables them to determine the applicants' traits
- ◆ Allows them to verbally explain the job
- ◆ Allows 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 FOR APPLICANTS TO USE INTERVIEWS

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- ◆ Determine specific duties
- ◆ Explain why they would help the company
- ◆ Relate specific education or training
- ◆ Determine permanency and hours of work
- ◆ Convey enthusiasm and confidence





# TIPS FOR MAKING A GOOD IMPRESSION IN A JOB INTERVIEW

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- ◆ 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

