

# Interviews: Procedures and Techniques

**Unit:** Communication Skills

**Problem Area:** Demonstrate Verbal Communication Skills

**Lesson:** Interviews: Procedures and Techniques

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

- 1 Explain why a job search is a deselection process.**
- 2 Identify various types of interviews.**
- 3 Identify positive and negative worker traits.**
- 4 Explain how a job choice impacts the six areas of a quality life.**

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

Black, Cathie. *Basic Black: The Essential Guide for Getting Ahead at Work (and in Life)*. Crown Business, 2007.

Bolles, Richard Nelson. *What Color Is Your Parachute?* Ten Speed Press, 2006.

Dikel, Margaret Riley, and Frances E. Roehm. *Guide to Internet Job Searching*. McGraw-Hill, 2006.

Dixon, Pam. *Job Searching Online for Dummies*, 2nd ed. IDG Books Worldwide, 2000.

Farr, J. Michael. *The Very Quick Job Search*, 2nd ed. JIST Works, 1996.

Kaplan, Robbie Miller. *How to Say It in Your Job Search*. Prentice Hall, 2002.



Wendleton, Kate. *The Five O’Clock Club Job Search Workbook*. Thomson Delmar Learning, 2007.

Whitcomb, Susan Britton. *Interview Magic: Job Interview Secrets from America’s Career and Life Coach*. JIST, 2005.

## ■ **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

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

- deselect
- interviewer
- job interview
- job seeker
- panel/group interview
- screening interview
- simulations
- situation interview
- social interview
- structured interview
- video conference

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

*Ask students to describe what they know about the interview process. Tell the students that many job seekers who start the job change/interview process are not fully prepared for all of the steps. Explain that the interview process and job offers throughout a career impact all areas of life. Ask students to list their own strengths and weaknesses in preparation for practicing interview techniques.*

# CONTENT SUMMARY AND TEACHING STRATEGIES

**Objective 1:** Explain why a job search is a deselection process.

**Anticipated Problem:** Why is the job search a deselection process?

- I. Job searching
  - A. Job openings generate potential employees from several candidates to thousands. For instance, *American Idol* has thousands of candidates for a recording contract.
  - B. Each step of the job search process will **deselect** (remove from consideration) candidates. Following are the steps:
    1. A letter of interest
    2. An application
    3. A résumé
    4. Interviews
      - a. A screening interview
      - b. A structured interview
    5. Follow up after the interview
  - C. Deselection reasons vary.
    1. Skills, aptitudes, and abilities may not meet the job requirements. (It is essential to refer to the job description.)
    2. The applicant's training and/or education may be below the job requirements.
    3. An individual's interpersonal skills may not mesh with the company needs or with the current work team.
    4. The interview may have been below standard as a result of:
      - a. Poor interview skills
      - b. Problems in the applicant's background
      - c. Little or no connection with the interviewer
    5. The applicant may not have followed up after the interview.
  - D. Numerous qualified candidates apply for each job.
    1. Interviewers believe they make connections with the people who are right for the jobs for which they are applying. However, it is a subjective process.
    2. Job seekers have opportunities throughout the interview process to stand out from the pool of candidates if they understand the process, prepare for each step, and present themselves enthusiastically.

**Teaching Strategy:** Use VM–A. Students are aware of numerous reality shows (e.g., *American Idol*, *Design Star*, *Top Chef*, and *Project Runway*) where people who have

*great skills, talents, and training can be deselected from an exceptional career opportunity based on one small comment or action that does not meet the company/ interviewer's standards at a specific point in time. Ask them to share some of what they have seen or experienced personally.*

## **Objective 2:** Identify various types of interviews.

**Anticipated Problem:** What is a job interview, and what are the different types of job interviews?

- II. Job interviews vary at different types of companies and for different positions.
  - A. A **job interview** is a process in which a person authorized to hire personnel for a company communicates with a potential employee (job seeker). The **job seeker** is a person who has the necessary qualifications to meet the requirements for the available job opening in the company.
  - B. Types of traditional job interviews
    - 1. The **screening interview** is a prescreening of the larger applicant pool to narrow job seekers to a few candidates who meet the job description and the company's needs. The smaller group is forwarded to the person authorized to hire for a structured interview.
      - a. This interview may involve a face-to-face meeting with personnel or lower management.
      - b. A screening interview may involve a telephone or videoconference to assess skill levels for the job opening.
    - 2. The **structured interview** is a one-on-one meeting between the interviewer and the job seeker.
      - a. The interviewer tries to assess competencies, skills, and training of the job seeker to meet the requirements of the job description.
      - b. The interviewer attempts to match qualified job seekers with current employees who will work with the new hire, with the goal of building a strong team.
      - c. An interviewer tends to hire job seekers with whom he or she feels personally connected during the job interview.
    - 3. The **social interview** is a meeting that takes place when the job seeker and the interviewer meet in a social situation.
      - a. The interviewer and job seeker converse, assess mutual goals, and move forward to the more formal interview process.
      - b. Sometimes the interview comes with a meal.
      - c. The interviewer assesses the candidate's job skills, training, and experiences, as well as his or her social skills.
    - 4. The **panel/group interview** is a meeting with two or more people, working as a coordinated team, who ask a series of questions.
      - a. The group generally covers multiple departments.

- b. Various stakeholders are involved: co-workers, supervisors, and personnel.
- 5. The **situation interview** is a meeting that provides the job seeker with behavioral problems to assess how he or she would react/respond to typical or stressful job-related situations.
  - a. **Simulations** are case studies, situational tests, or skill demonstrations.
  - b. In a work station observation, an interviewer may observe the applicant's interaction in an actual work situation to assess his or her interpersonal skills. For instance, the interviewer may spend an hour in a child care teacher's classroom.
- 6. A **video conference** is a meeting that requires a job seeker to go to a pre-determined location to interview on a camera or on a computer.
  - a. This method reduces long-distance costs (e.g., travel, hotel accommodations, and food) for companies and job seekers.
  - b. Because of technological glitches, it is essential to research camera-related issues in advance.
- C. Stakeholders (people who are invested in or have an interest in a business, industry, etc.) are always involved in the interview process.
  - 1. The **interviewer** is an employee who is authorized to screen and/or hire new employees. He or she communicates the needs of the company and attempts to match the job description and interpersonal requirements with the available candidates.
  - 2. The job seeker/candidate/applicant is a person who communicates the desire to work for a company when applying for an employment opportunity and engaging in the interview procedure.

**Teaching Strategy:** Use VM–B. Ask students to share some of their interview experiences. If any of them have had phone interviews, ask them how they felt about the experience versus that of a face-to-face interview. As a class, complete LS–A.

**Objective 3:** Identify positive and negative worker traits.

**Anticipated Problem:** What positive worker traits do employers seek? What negative worker traits may cause a candidate to be deselected?

- III. Employers look for certain characteristics for specific jobs.
  - A. An interviewer seeks a candidate with positive worker traits.
    - 1. Training, skills, and abilities should be related to the job description.
    - 2. Positive interpersonal skills should be a good interpersonal fit with the current team.
    - 3. Experience and ideas should be related to the business earning profits.
      - a. The business should increase through ideas that work.
      - b. Costs should decrease.

- B. An interviewer may deselect a candidate with negative worker or personality traits.
1. A job seeker may be deselected in the first five minutes of the job interview for:
    - a. A poor or inappropriate appearance
    - b. Poor hygiene or for being malodorous (e.g., from smoke or too much cologne)
    - c. Low energy/interest or body language (e.g., dull facial expressions, slumping in a chair, a poor handshake, or appearing uninterested)
    - d. A voice that is too loud or too quiet
  2. A job seeker may be deselected for skill levels below company standards in the following:
    - a. Education
    - b. Low-level (and/or few) skills, aptitudes, and abilities
    - c. Experience that is poor or unrelated to the job
  3. A job seeker may be deselected for poor interpersonal skills, such as:
    - a. A lack of confidence or overconfidence
    - b. Being I-focused vs. team-focused
    - c. A lack of give and take during the interview
      - (1) The job seeker controls the interview or talks too much.
      - (2) The job seeker gives short or incomplete answers.

**Teaching Strategy:** Display VM–C. Instruct students to create lists of positive traits and “deal breakers.” Then discuss them as a class.

**Objective 4:** Explain how a job choice impacts the six areas of a quality life.

**Anticipated Problem:** How does a job choice impact the six areas of a quality life?

- IV. Interview results affect all parts of a person’s life, especially the six areas of a quality life.
- A. A typical structured interview is a 60-minute exchange.
- B. The following are impacts on the six areas of a quality life for a job seeker:
1. Vocational—The job salary financially affects the standard and level of living. Skills, aptitudes, and abilities may be suitable for a specific career development path. This could be the difference between a job versus a step in a career ladder toward career goals (future advancement opportunities).
  2. Ethical/moral/spiritual—A job and company should coincide with your standards of ethical business behavior and ways of dealing with others in business practices.
  3. Physical—The job should promote health, good nutrition, low stress, and physical activity.
  4. Intellectual—The job should expand knowledge or provide the opportunity to expand knowledge and training, in-service training, etc.



5. Emotional—An employee may love or hate going to work. Feelings about work-related accomplishments and stress levels are impacted.
6. Social—An employee has interpersonal relationships with co-workers, customers, and supervisors. He or she should know if the position requires working individually or in a team setting. The work environment should be suitable to the applicant's personality and desires.

**Teaching Strategy:** Use VM-D. Teach students an easy mnemonic device to remember the six areas of a quality life. Tell them the recipe for a sweet life is Very Excellent PIES: Vocational, Ethics, Physical, Intellectual, Emotional, and Social.

- **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.** Use the included visual master(s) and lab sheet(s) to apply the information presented in the lesson. To truly learn authentic interview skills, students need to practice interview skills that increase in complexity throughout a comprehensive job change unit. Provide students with higher-level learning by video recording their mock interviews. Then follow up with a self, team, and group evaluation.
- **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. d
2. b
3. e
4. a
5. f
6. c
7. g

### **Part Two: Short Answer**

1. Any of three of the following:
  - a. Vocational—A job salary financially impacts the standard and level of living. Skills, aptitudes, and abilities may be suitable for a specific career development

- path. This could be the difference between a job versus a step in a career ladder toward career goals (future advancement opportunities).
- b. Ethical/moral/spiritual—A job and company should coincide with your standards of ethical business behavior and ways of dealing with others in business practices.
  - c. Physical—The job should promote health, good nutrition, low stress, and physical activity.
  - d. Intellectual—The job should expand knowledge or provide the opportunity to expand knowledge and training, in-service training, etc.
  - e. Emotional—An employee may love or hate going to work. Feelings about work-related accomplishments and stress levels are impacted.
  - f. Social—An employee has interpersonal relationships with co-workers, customers, and supervisors. He or she should know if the position requires working individually or in a team setting. The work environment should be suitable to the applicant's personality and desires.
2. Answers will vary but may include two of the following:
- a. A job seeker may be deselected in the first five minutes of the job interview for items such as the following:
    - (1) A poor or inappropriate appearance
    - (2) Poor hygiene or for being malodorous (e.g., from smoke or excessive cologne)
    - (3) Low energy/interest or body language (e.g., dull facial expressions, slumping in a chair, a poor handshake, or appearing uninterested)
    - (4) Having a voice that is too loud or too quiet
  - b. Skill levels below company standards in the following:
    - (1) Education
    - (2) Skills, aptitudes, and abilities (few or low-level)
    - (3) Experience that is poor or unrelated to the job
  - c. Poor interpersonal skills, such as:
    - (1) A lack of confidence or overconfidence
    - (2) Being I-focused vs. being team-focused
    - (3) A lack of give and take during the interview

### Part Three: Completion

- 1. interviewer
- 2. 60
- 3. social
- 4. emotional
- 5. vocational



# Interviews: Procedures and Techniques

## ► Part One: Matching

**Instructions:** Match the term with the correct definition.

- |                          |                |
|--------------------------|----------------|
| a. panel/group interview | e. simulations |
| b. screening interview   | f. interviewer |
| c. job seeker            | g. deselect    |
| d. video conference      |                |

- \_\_\_\_\_ 1. A meeting that requires a job seeker to go to a predetermined location to interview on a camera or on a computer
- \_\_\_\_\_ 2. A prescreening of the larger applicant pool to narrow job seekers to a few candidates who meet the job description and the company's needs
- \_\_\_\_\_ 3. Case studies, situational tests, or skill demonstrations
- \_\_\_\_\_ 4. A meeting with two or more people, working as a coordinated team, who ask a series of questions
- \_\_\_\_\_ 5. An employee who is authorized to screen and/or hire new employees
- \_\_\_\_\_ 6. A person who has the necessary qualifications to meet the requirements for the available job opening in the company
- \_\_\_\_\_ 7. To remove from consideration



## ► Part Two: Short Answer

**Instructions:** Answer the following.

1. Identify three of the six areas of a quality life. Explain how employment choices impact a person's life for each of the qualities listed.
2. List two things that may cause a job seeker to be deselected from the interview process.

## ► Part Three: Completion

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

1. The person from the company who is authorized to hire a qualified person for a position is called a/an \_\_\_\_\_.
2. The length of time for the average interview is \_\_\_\_\_ minutes.
3. An interview at lunch or dinner to assess manners and etiquette in addition to skills and training is called a/an \_\_\_\_\_ interview.
4. The life quality related to a person loving or hating his or her job is \_\_\_\_\_.
5. Your salary and future advancement opportunities in your career area are related to the \_\_\_\_\_ life quality.

# TELL ME ABOUT YOURSELF

## Class Follow-up: Deal Breakers

List the deal breakers that caused job seekers to be deselected from the interview process.

- ◆ Negative body language + nervous mannerisms
- ◆ Interpersonal concerns
- ◆ Job description, career skill, training concerns
- ◆ Other concerns



# TYPES OF JOB INTERVIEWS

## Screening Interview

- ◆ It is the pre-screening of a larger applicant pool to narrow job seekers to a few candidates who meet the job description and the needs of the company.
- ◆ The smaller group is forwarded to the person authorized to hire for a structured interview.



## Structured Interview (One-on-One)

- ◆ The interview attempts to assess the competencies and training of the job seeker to meet the requirements of the job description.
- ◆ The goal is to build a strong team.



## Social Interview

- ◆ The job seeker and the person authorized to hire meet in a social situation (e.g., a company picnic), converse, assess mutual goals, and move forward to a more formal interview process.



## Luncheon/Dinner Interview

- ◆ The interviewer assesses social skills and etiquette in addition to job skills, training, and experience.





## Group/Panel Interview

- ◆ A coordinated team asks a series of interview questions.
- ◆ Multiple department heads are often present.
- ◆ Various stakeholders (e.g., co-workers, supervisor, and a personnel manager) are often involved.



## Situation/Simulation Interview

- ◆ The interviewer provides case studies/work situations to assess how a job seeker would respond to typical work experiences.
- ◆ For instance, the job seeker may visit a daycare to observe and interact with children, while the interviewer monitors his or her behavior.



## Video Conference

- ◆ This type of interview is held over computer webcasts.
- ◆ A video conference reduces travel costs for a company and the long-distance job seeker.





# POSITIVE AND NEGATIVE WORKER TRAITS

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Employers seek employees with:

- ◆ Training, skills, and abilities related to the job description
- ◆ Positive interpersonal skills
- ◆ Experience and ideas that will promote the business

Employers deselect employees with:

- ◆ An inappropriate appearance
- ◆ Poor hygiene
- ◆ Low energy
- ◆ A voice that is too loud or too quiet
- ◆ Below-standard education, skills, and abilities
- ◆ Poor interpersonal skills

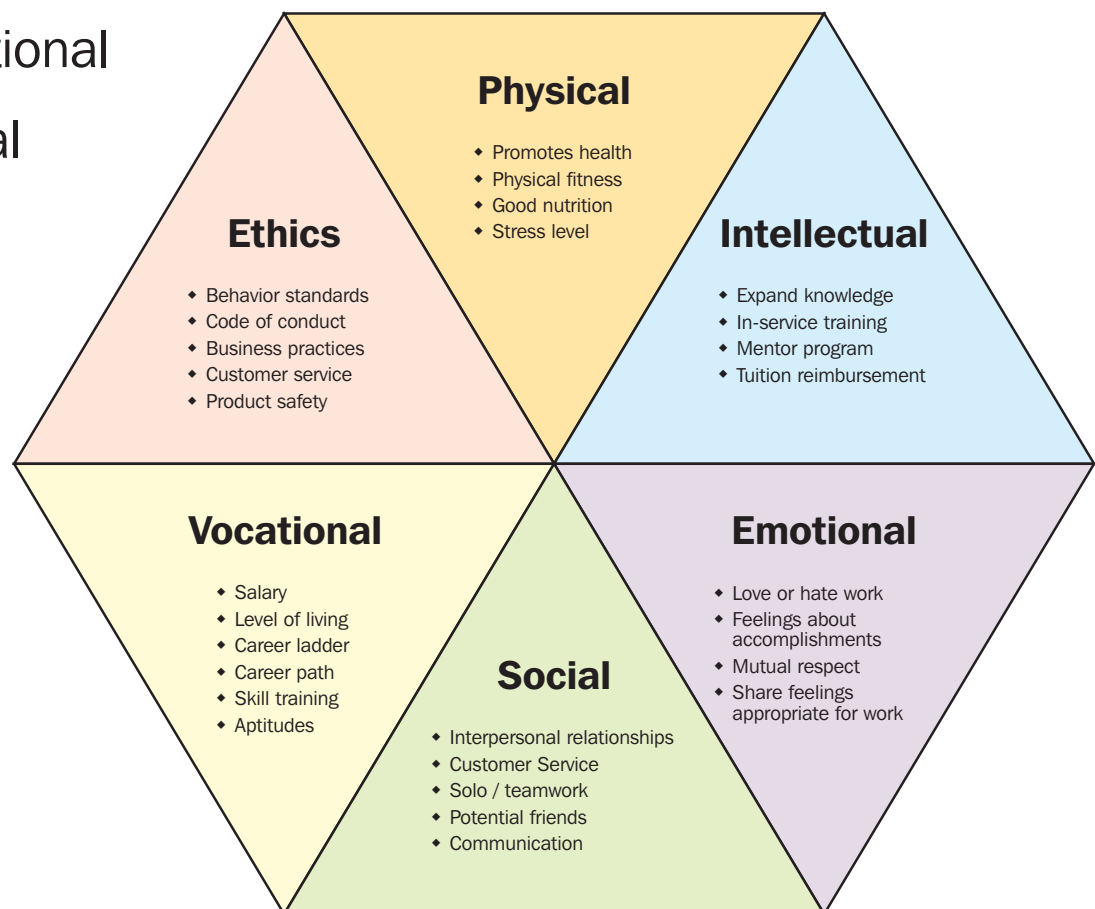


# SIX AREAS OF A QUALITY LIFE

Recipe: Sweet Life

Choose positive ingredients for Very Excellent PIES

- ◆ Vocational
- ◆ Ethics
- ◆ Physical
- ◆ Intellectual
- ◆ Emotional
- ◆ Social



# Two-Minute Interview: Tell Me About Yourself

## Purpose

The purpose of this activity is to evaluate answers to the most asked interview question, “Tell me about yourself.” You will view the two-minute recordings for all class members and identify positive traits/characteristics and concerns an interviewer would have about each person’s answer. You will select three job seekers to return for a second interview and summarize the reasons behind your selections in addition to the traits that deselected other job seekers.

## Objectives

1. Describe yourself to an interviewer in a two-minute interview.
2. Identify traits/characteristics/skills/experiences that would be desirable to potential employers.
3. Identify interview answers that might cause an employer to deselect a job seeker during the interview process.

## Materials

- ♦ lab sheet
- ♦ writing utensil

|   | Job Seeker Name | Positive Traits/<br>Characteristics | Concerns | Recall<br>Select Three |
|---|-----------------|-------------------------------------|----------|------------------------|
| 1 |                 |                                     |          |                        |
| 2 |                 |                                     |          |                        |



|    | Job Seeker Name | Positive Traits/<br>Characteristics | Concerns | Recall<br>Select Three |
|----|-----------------|-------------------------------------|----------|------------------------|
| 3  |                 |                                     |          |                        |
| 4  |                 |                                     |          |                        |
| 5  |                 |                                     |          |                        |
| 6  |                 |                                     |          |                        |
| 7  |                 |                                     |          |                        |
| 8  |                 |                                     |          |                        |
| 9  |                 |                                     |          |                        |
| 10 |                 |                                     |          |                        |
| 11 |                 |                                     |          |                        |
| 12 |                 |                                     |          |                        |
| 13 |                 |                                     |          |                        |
| 14 |                 |                                     |          |                        |

|    | Job Seeker Name | Positive Traits/<br>Characteristics | Concerns | Recall<br>Select Three |
|----|-----------------|-------------------------------------|----------|------------------------|
| 15 |                 |                                     |          |                        |
| 16 |                 |                                     |          |                        |
| 17 |                 |                                     |          |                        |
| 18 |                 |                                     |          |                        |
| 19 |                 |                                     |          |                        |
| 20 |                 |                                     |          |                        |
| 21 |                 |                                     |          |                        |

Recall characteristics: List the desirable traits and characteristics/training and education/skills/experiences that influenced you to invite the three job seekers to return for a second interview.

List the deal breakers that caused job seekers to be deselected from the interview process.