

13 Interview Effectively

TRANSITION OBJECTIVE

Students will identify and practice six behaviors that are key to a successful interview.

RELEVANCE TO SUCCESSFUL TRANSITION

Job seekers who interview successfully and are either hired or considered for hire have six interviewing behaviors in common: knowledge of the company, making a good first impression, highlighting their skills, readiness to field difficult questions, making one last statement to sell themselves and following up the interview with a call or thank you note. Each of these components is equally important and including all six in an interviewing situation is the key to successfully completing the interview.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

One thing that will help my self-confidence at an interview is . . .

❑ STEP 2: Convene Roundtable

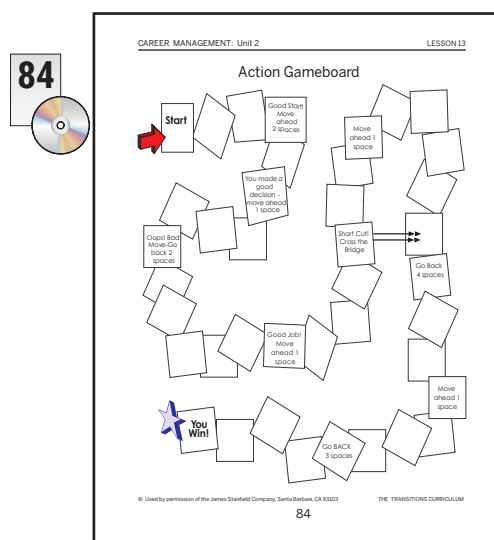
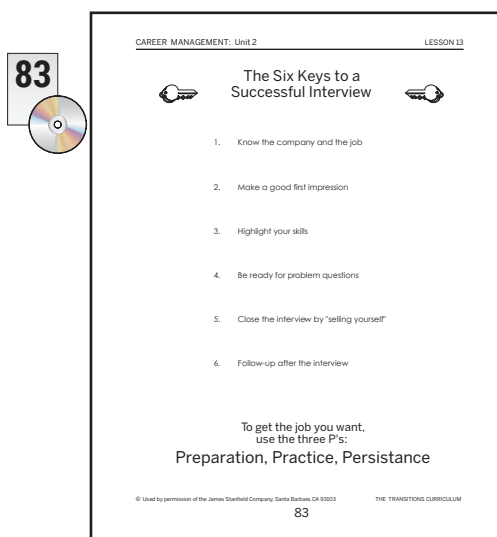
"One thing I think employers are looking for when they interview people is ____."

❑ STEP 3: Advance Organizer

"Today you will identify and practice the six key elements in a successful interview."

❑ STEP 4: Activity - 20 Minutes

Using a screen image of the handout **Six Keys to a Successful Interview**, discuss and illustrate each key with anecdotal stories and examples. Encourage students to comment and add their own experiences or ideas as they follow along and make notes on the handout. Make sure students understand that each key is equally important in the interview process. Review the Three P's: prepare, practice and persistence. Have students discuss how the Three P's relate to the six keys.



❑ STEP 5: Activity - 25 Minutes

Have students practice identifying key behaviors of a good interview by playing **Guess the Key**. Each student will need the **Action Gameboard**, a game token (paper clip, penny,) and one set of Key Cards. To play:

CAREER MANAGEMENT: Appendix A UNIT 2: LESSON 13

Guess the Key Game Sheet

Directions: Read a statement and ask students to hold up the correct Key Card when you say "how." If students have the correct answer they may move ahead three spaces on the gameboard. Students with the wrong answer will move back the same number of spaces. The correct answer is indicated at the end of each statement.

1. Andrea ironed a nice blouse and skirt for her interview. (2)
2. Aaron practiced talking about his experience working at Taco Bell. (3)
3. Jackie told the employer how she "would like to work for this company" at the end of the interview. (3)
4. John called the company where he was hoping to ask about the product they make, the current sales record, and the name of the plant manager. (1)
5. Eddy called the employer after the interview to thank her for the interview. (4)
6. Janet practiced answering the question "What are your weaknesses?" by telling the employer that she sometimes works too hard. (4)
7. At the end of the interview, Joyce told the employer that she felt she had the qualifications for the job and would like to be considered for the position. (5)
8. Alex explained how his experience working at the home improvement store would help him learn the job as a lumber salesman very quickly. (3)
9. Erica looked directly at the employer as she shook her hand, and said she was happy to meet her. (2)
10. When the employer asked Sandy to name her major strengths, she told him she was a hard worker, willing to learn, flexible, and friendly. (4)
11. Bob went to the library to read about ABC Delivery in the Trucking and Freight Journal, before he went for his interview. (1)
12. Max called his interviewer the day after his interview to thank her. He also said he hoped to be considered for the job. (4)
13. Maria told her interviewer that her training in graphic arts would help her with the computer duties on this job. (3)
14. Josh answered the question, "describe yourself in one word," telling the interviewer that he was "flexible." (4)
15. Allison made sure she shook hands, smiled, and looked directly at the interviewer when she was introduced. (2)
16. Adam told the interviewer that he would like this job and felt he would be an asset to the company if he were chosen for the position. (5)

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Read a statement from **Guess the Key Game Sheet**. Students will determine which key it represents and upon your signal, hold up the corresponding **Key Card**. Those with the correct answer will move their token ahead three spaces. As students reach the end, they will call a win. (You may want to award winners with candy or other item.) Continue the play until several students have reached the end.

❑ STEP 6: Evaluate Outcomes

The key I need to work on is "_____."

❑ STEP 7: Connecting Activity

Form students into groups of three or four to develop a skit showing the six keys to a successful interview. Skits should be no more than five minutes. Each group will perform their skit for the class. The class will evaluate the skit and verify which keys were actually used.

KEY WORDS

preparation

practice

persistence

effective

MATERIALS AND PREPARATION

- Student Handouts: **The Six Keys to a Successful Interview**, page 83; **Action Gameboard**, page 84; **Guess the Key Game Sheet**, Appendix A, page A13.
- Make a screen image and prepare to discuss **The Six Keys to a Successful Interview**.
- Students will use the **Action Gameboard** and a game token. Have students make a set of **Key Cards** by writing each of the six keys on separate index cards. Prepare small prizes for winners.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Listening, Speaking
- Thinking Skills: Creative Thinking, Visualizing, Reasoning
- Personal Qualities: Responsibility, Sociability