

# 15 Prepare for Difficult Interview Questions

## TRANSITION OBJECTIVE

Students will practice answering the three most common problematic interview questions.

## RELEVANCE TO SUCCESSFUL TRANSITION

To do well in an interview, the job seeker must have a clear answer for the following three questions: "Why do I want this job?", "What skills does this job require?" and "Do I have those skills?" Answering these questions will help the job seeker communicate why she/he is the best candidate for the job.

## INSTRUCTIONAL SEQUENCE

### ❑ STEP 1: Update Journal

What I do and say helps my interview by . . .

### ❑ STEP 2: Convene Roundtable

"Saying positive things about myself makes me feel \_\_\_\_."

### ❑ STEP 3: Advance Organizer

"Today you will practice answering the three most common but difficult interview questions."

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CAREER MANAGEMENT: Unit 2 LESSON 15

**Focus on My Skills**  
Worksheet

What job do I want?

What skills are needed for this job?

What skills do I have now for this job?

What related skills do I have now for this job?

What skills will I need for this job?

How will I get the additional skills?

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### ❑ STEP 4: Activity - 20 Minutes

Students complete **Focus on My Skills** to prepare for their interview. To complete

this worksheet, have students refer to **Know Your Employability Skills** from Lesson 11. Tell students that it is important to answer the questions on this worksheet honestly and thoroughly. These answers will help them with problem questions when they interview. Remind students that the only way to handle a problem question is to be focused and prepared.

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CAREER MANAGEMENT: Unit 2 LESSON 15

**Answer That!!**

Why don't you tell me about yourself?

Why are you looking for this kind of position and why here?

What are your major strengths?

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### ❑ STEP 5: Activity - 25 Minutes

Students will pair up and take turns answering aloud each question on the worksheet **Answer That!!**. Remind them to use their nonverbal communication skills during this

practice. They will have three minutes each to answer the question, then a few minutes to critique themselves and each other after each question. Encourage students to give constructive criticism and offer suggestions for any criticism they make. Circulate to keep pairs focused, offering positive reinforcement and your own suggestions.

❑ **STEP 6: Evaluate Outcomes**

One major strength I can bring when I interview is “\_\_\_\_\_.”

❑ **STEP 7: Connecting Activity**

Practice answering the three interview questions with a family member or friend and prepare to report the results to a partner in class.

## KEY WORDS

**specific skills**

**skills**

**constructive criticism**

**related skills**

**additional skills**

### MATERIALS AND PREPARATION

- Student Handouts: **Focus on My Skills**, page 87; **Answer That!!**, page 88; **Know Your Employability Skills**, page 80.
- Prepare screen images of worksheets if needed.
- Prepare to support students during the practice activity.

### SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing, Speaking, Listening
- Thinking Skills: Creative Thinking, Problem Solving
- Personal Qualities: Self-Esteem, Sociability, Integrity/Honesty