



High School

National FFA Organization

Lesson HS.38

INTERVIEWING TECHNIQUES

Unit. Stage One of Development—ME

Problem Area. How Do I Begin to Grow?

Precepts.

M2: Demonstrate professional job seeking skills.

National Standards.

NL-ENG.K12-4 — Communication Skills — Students adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes



Student Learning Objectives. As a result of this lesson, the student will ...

- 1 Explain proper appearance, posture, etiquette, and non-verbal behavior for interviewing.
- 2 Answer typical interview questions in a mock interview.
- 3 Identify the appropriate times for contacting the employer after an interview



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Time. Instruction time for this lesson: 50 minutes.



Resources

Harris, Clark R. *Leadership and Personal Development: Student Reference* . Columbia , Missouri . Instructional Materials Laboratory, 1991.



Tools, Equipment, and Supplies

- ✓ Writing Surface
- ✓ Overhead projector
- ✓ Copies of HS.38.AS.A for the four people participating in the initial mock interview
- ✓ Copies of HS.38.AS.B—one per student
- ✓ Copies of HS.38.ASSESS.A—one per student
- ✓ Copies of HS.38.Assess—one per student
- ✓ Transparency HS.38.TM.A



Key Terms. The following terms are presented in this lesson and appear in bold italics:

- ▶ None for this lesson



Interest Approach

Do a mock interview as a sample of a bad interview. Have fun with this activity and give your students a chance to laugh. Prepare the mock interview with the interviewee ahead of time. Have a student or another teacher be the interviewee. Set up the chairs so that the interviewers are on one side of a table and the interviewee is on the other side. Put the chairs so all students can see the activity.

Select three students to be the interviewers. The students should ask the questions that they are given in HS.38.AS.A. Give a copy of HS.38.AS.A to all four of the participants in the mock interview.

The interviewee is dressed in inappropriate clothes, such as baggy pants that are sagging, a T-shirt with questionable wording, a hat, excessive jewelry, and tennis shoes. Other inappropriate clothes will work. It would also be good to be unprepared, chew gum, avoid eye contact, ask questions about salary early in the conversation, mispronounce the names of one of the interviewees, slouch, and give a weak handshake.

Have one student take charge of the interview to get it started. Have them greet the interviewee at the door and ask them to sit down. They should say some comments such as: Glad that you came today. This is an interview for the position of sales clerk. Then they can begin asking questions from HS.38.AS.A.





Interviewer 1: Tell me about yourself.

Interviewer 2: What are your strengths?

Interviewer 3: What are your weaknesses?

Interviewer 1: Which courses do you like the most?

Interviewer 2: Does your grade point average reflect your ability?

Interviewer 3: What do you like to do in your spare time?

Interviewer 1: Why should we hire you for this job?

Interviewer 2: What are your long-term goals?

Interviewer 3: How do you perform under pressure?

Interviewer 1: How would your classmates describe you?

Interviewer 2: Describe leadership roles you have held?

Interviewer 3: Any last questions?

Possible Fun Answers for the Mock Interviewee



Tell me about yourself.

I am a fun loving guy (or gal) that knows how to party.

What are your strengths?

I am good looking and a chick (hunk) magnet.

What are your weaknesses?

I don't have any weaknesses. But, I don't like working with dweebs.

Which courses do you like the most?

I like weight lifting because I don't have to do homework and I get to listen to the radio in class.

Does your grade point average reflect your ability?

Yeh. Average grades. Average guy.

What do you like to do in your spare time?

I like playing video games. I have also seen every episode of The Simpsons.

Why should we hire you for this job?

I'm awesome. You couldn't do any better than me in this town.

What are your long-term goals?

I don't have any. I take life as it comes. You know how it is.



How do you perform under pressure?

Like what kind of pressure? Like when my old man blows up because of my grades. OK, I guess.

How would your classmates describe you?

The coolest guy in town. They all want to be like me.



Describe leadership roles you have held.

I was on the high school football team my sophomore year. I also was in the foreign language club.

Are there any last questions?

So, did I get the job or what?

Discuss the mock interview. Draw a line down the writing surface and write "good" on one side and "bad" on the other side. Make a list on the writing surface of things they thought were good and things they thought were bad.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

Objective 1. Explain proper appearance, posture, etiquette, and non-verbal behavior for interviewing.



We had a chance to look at some things not to do. Remember, you only get one chance to make a first impression. Looking good, having good etiquette and posture are good ways to start off on the right foot. Also you will need to consider your non-verbal communication during the interview.

Write the words clothing, makeup, jewelry, posture, etiquette, handshake, and non-verbal behavior on the writing surface. Have the students think about things they should consider when they want to look good for an interview.



Let's start by looking at proper appearance. Use the words in the list on the writing surface to help direct your efforts. Think about things to consider that will make people look and be their best for an interview. Take 30 seconds and think about this.

After students have thought for 30 seconds, have them do the Eye Witness News Moment. Have them ask questions about clothing, makeup, jewelry, posture, etiquette, handshakes, and non-verbal behavior. Have them ask questions for one minute. Then switch roles.





Think of everything from clothing to posture, to non-verbal behavior. For the next few moments we are going to interview our neighbors about what people can do to make themselves look professional for an interview. One of you is going to be a reporter asking questions and taking notes on the responses. Then we will switch roles and have the other person be the reporter. We will take one minute for each of us to be reporter. If you are the reporter, raise your hand. Very good! You have one minute before we switch who is interviewing. Begin.

After one minute have the students switch roles. When all students have had an opportunity to be the reporter bring them back focused to the front and discuss the topic.



Now that we have had the opportunity to find some answers. Let's see what information we have for our news story of how to help people look professional for an interview. Let's go around the room and ask each person for a new fact to add to the story. *Look for answers like the following:*

- *Proper appearance*— Dress appropriately for the job. Wear clothes that are slightly nicer and more conservative than what you would wear on the job. Example, farm work might allow you to wear jeans that are faded and have rips. Then wear new, clean and ironed jeans and a nice casual shirt to the interview. Lumberyard or hardware store might allow you to wear neat and clean jeans. Then wear khaki pants or new, neat and clean jeans. Cleanliness is important whether you are applying for an office job or an outside job. Don't get carried away with perfume or cologne. A little goes a long way.
- *Etiquette*—Be polite. Follow normal etiquette rules.
- *Posture*—Stand straight or sit up, don't slouch. Look confident.
- *Handshake*—This is important. Don't try to prove your strength. Give a good firm handshake for both males and females. Look the person whose hand you are shaking in the eyes.
- *Time*— Be there on time or before. Plan on having problems, finding the business, finding parking, or having a flat tire. Being late, even five minutes, will be one big strike against you from the very beginning.
- *Bad non-verbal language*— Hands fiddling, crossing arms, crossing legs, touching the nose or lips, avoiding eye contact.
- *Good non-verbal language*—Maintaining eye contact, sitting erect and confident, minimal gesturing with hands

Summarize the discussion from Objective 1.

Objective 2. Answer typical interview questions in a mock interview.



Now that we know how to improve our appearance in an interview, what else could be improved from our demonstration interview? Yes--answering questions!

Discuss some of the typical questions that might be asked in an interview. List the following questions on the writing surface or show HS.38.TM.A.



Let's discuss the seven categories of question an employer may ask you. Be curious learners as we cover these questions by placing yourself in the interview room.

I. Typical Interview Questions

A. Start the Conversation

1. Tell us about yourself.



2. What has been your favorite class in school? And why?

B. Working and playing with others

1. Tell us about a time when you had a conflict with someone at work.

2. How do you get along with other people?

3. Tell me about two **people** you look up to. Why do you look up to them?

4. Tell me about a time you convinced some one to do something.

5. Tell me about a time that you worked on a team. What was your role on the team?

C. Your strengths

1. What do you see as a strength you can bring to our company?

2. What skills have you gained from student organizations?

3. Explain leadership responsibilities that you have had.

4. What are you most proud of?

5. Why should we hire you?

D. Our Company

1. What kind of boss do you prefer?

2. What do you know about our company?

3. Why do you want to work for our company?

E. Specific Issues

1. Are you willing to work nights and weekends?

2. What would your teachers say about your attendance and punctuality?

3. Why did you leave your last job?

F. The Future

1. What is your goal in life?

2. What are your plans after high school?

3. What do you want to be doing in five–ten years?

G. Questions for Us

1. Do you have any questions of us?

Use a creative way to break the students into groups. A suggestion might be to have them line up by the date of their birthday. Not their age, but the month and day. Then break them into groups of three students.



Now that we had a chance to look at some typical interview questions, let's try our skill at answering them. You are going to take turns being interviewed by the other two students. Have the person with the most brothers and sisters go first. The other two students will use the questions from HS.38.AS.B to ask the interviewee. You will spend seven–eight minutes interviewing each person. You will be graded for this activity on your participation and taking the activity seriously.

Walk around the room with HS.38.ASSESS.A and evaluate the students as they participate in the mock interviews. Wrap up the interviews after the students have had the opportunity to interview each other. Point out good things that you observed during the mock interviews.



Objective 3. Identify the appropriate times for contacting the employer after an interview.



Now that we've completed our mock interview, most people think that we would be done; just waiting for a phone call. Not us! We truly want this job and know that we must go beyond the average job seeker!

Have the students think for 30 seconds about when a person should communicate with an employer after an interview.



Take 30 seconds to quietly think about when a person should communicate by letter or phone with an employer after an interview. *After the 30 seconds begin the discussion.*



Let's talk about when to contact the employer. What should we do after we have gone to the interview? When should we make the next contact with the employer?

After a little discussion lead them to the following information.



Send a thank you note or short letter immediately after the interview. Get it in the mail as soon as possible. It serves as a reminder of your interview. Tell them that you appreciate the opportunity for the interview and that you hope you will be considered for the job. You also might want to point out one or two of your strengths that they were interested in and how it will be an asset to their business. You can also clarify any thing you think the interviewer was not clear about. But remember to not let the thank you letter become too long.

Discuss the next step.



A week after the interview it's a good idea to call the employer. If they have not told you otherwise, it is appropriate to call to see if they have any further questions, and to subtly remind them about you. Make sure that you allow enough time for your thank you note to be received by the employer. Call during the middle of the week and during the middle of the workday. It will show that you are interested in the job, but not pushy.

Do a Choral Response Moment to help reinforce what they just learned.



A short thank you note should be sent immediately after the interview. When should the note be sent?

Send a thank you note within 24 hours. How long?

You should follow-up with a call after one week of the interview. When should you follow-up with a phone call?



Review/Summary



Whoa, what a day! We've come a long way on our journey to finding our perfect jobs. We've not only learned how not to interview, we've also learned how to properly dress, answer questions, and follow up for interviews.



Go back and review the major topics of the lesson. Discuss the proper appearance, etiquette, posture and language for interviewing. Also discuss when you should contact the employer after the interview.



I guess we're all hired!



Application

►Extended Classroom Activity:

Bring in some adults from the community to help with mock interviews. You might bring in enough adults to do them all in two hours time. It might take two days to conduct them all. Or you may have several going on at once in different rooms in the school. You can use advisory club members, parents or business owners. It might actually provide some jobs.

Have the adults interview the students for 15 minutes. Have the students be prepared with a resume, proper clothing, etc. Have the adults provide suggestions for improvement and to point out good characteristics and behaviors.

►FFA Activity:

Have the students compete in the FFA Job Interview Contest or interview for an FFA office

►SAE Activity:

Have the students interview for a job, to do volunteer work, etc.



Evaluation

A written test HS.38.Assess is provided to measure Objectives 1 and 3.

The students will be evaluated for Objective 2 by their participation in the mock interview. Observe the students during the mock interview and complete the HS.38.ASSESS.A for each student. The purpose is to have the students participate in a serious fashion. There are no wrong answers.

Answers to Assessment:

- 1–4. Answers will vary depending on your classroom discussion.
5. d.
6. a.
7. b.
8. a.



INTERVIEWING TECHNIQUES

Complete the following questions.

1. Explain appropriate appearance for a male going to an interview at a hardware store as a stocker.
2. Explain appropriate appearance for a female going to an interview at a garden store as a salesperson.
3. Give two examples of proper etiquette that should be demonstrated at an interview.
4. Explain proper posture and handshake for a person that is interviewing.

► Multiple Choice

Select the best answer and circle that letter.

5. Which are good non-verbal behaviors that you should use during an interview.
 - a. Hands fiddling, crossing arms
 - b. Crossing legs, touching the nose or lips
 - c. Avoiding eye contact, crossing arms
 - d. Maintaining contact, sitting erect and confident



6. When should you send a thank you note after an interview.
 - a. Immediately, within 24 hours
 - b. One week after the interview
 - c. Three weeks after the interview
 - d. There is no reason to send a thank you note
7. When should you call the interviewer to determine progress on the selection process.
 - a. Immediately, within 24 hours
 - b. One week after the interview
 - c. Three weeks after the interview
 - d. There is no reason to call the interviewer
8. When should a person arrive for an interview.
 - a. On time or before time.
 - b. Five minutes late is fashionable
 - c. Make sure you are not more than 15 minutes late



RUBRIC FOR GRADING THE MOCK INTERVIEWS

► Required Components

Interviewee

Responded to all questions ____/10

Answered the questions seriously ____/10

Interviewer

Asked sufficient questions for the time allotted ____/10

Took the questioning seriously ____/10

Overall effort and participation ____/10

Total ____/50



TYPICAL INTERVIEW QUESTIONS

- ◆ **Start the Conversation**
- ◆ **Working and playing with others**
 - ◆ **Your strengths**
 - ◆ **Our Company**
 - ◆ **Specific Issues**
 - ◆ **The Future**
- ◆ **Questions for Us**



MOCK INTERVIEW QUESTIONS AND ANSWERS FOR THE Interest Approach

►Questions

Interviewer 1: Tell me about yourself.

Interviewer 2: What are your strengths.

Interviewer 3: What are your weaknesses.

Interviewer 1: Which courses do you like the most.

Interviewer 2: Does your grade point average reflect your ability.

Interviewer 3: What do you like to do in your spare time.

Interviewer 1: Why should we hire you for this job.

Interviewer 2: What are your long-term goals.

Interviewer 3: How do you perform under pressure.

Interviewer 1: How would your classmates describe you.

Interviewer 2: Describe leadership roles you have held.

Interviewer 3: Any last questions.

►Possible Fun Answers for the Mock Interview

Tell me about yourself.

I am a fun loving guy or gal that knows how to party.

What are your strengths.

I am good looking and a chick or hunk magnet.

What are your weaknesses.

I don't have any weaknesses. But, I don't like working with dweebs.

Which courses do you like the most.

I like weight lifting because I don't have to do homework and I get to listen to the radio in class.

Does your grade point average reflect your ability.

Yeah. Average grades. Average guy.



What do you like to do in your spare time.

I like playing video games. I also have seen all of the Simpsons TV shows.

Why should we hire you for this job.

I'm awe some. You couldn't do any better than me in this town.

What are your long-term goals.

I don't have any. I take life as it comes. You know how it is.

How do you perform under pressure.

Like what kind of pressure. Like when my old man blows up because of my grades. OK, I guess.

How would your classmates describe you.

The coolest guy in town. They all want to be like me.

Describe leadership roles you have held.

I was on the high school football team my sophomore year. I also was in the foreign language club.

Any last questions.

So, did I get the job or what.



QUESTIONS FOR THE MOCK INTERVIEWS

►Start the Conversation

Tell us about yourself.

What has been your favorite class in school. And why.

►Working and playing with others

Tell us about a time when you had a conflict with someone at work.

How do you get along with other people.

Tell me about two persons you look up to. Why do you look up to them.

Tell me about a time you convinced someone to do something.

Tell me about a time that you worked on a team. What was your role in the team.

►Your strengths

What do you see as a strength you can bring to our company.

What skills have you gained from student organizations.

Explain leadership responsibilities that you have had.

What are you most proud of.

Why should we hire you.

►Our Company

What kind of boss do you prefer.

What do you know about our company.

Why do you want to work for our company.



►Specific Issues

Are you willing to work nights and weekends.

What would your teachers say about your attendance and punctuality.

Why did you leave your last job.

►Off the Wall

If you could be a candy bar what would you be. And why.

If you could be a great person from history, who would you be. And why.

►The Future

What is your goal in life.

What are your plans after high school.

What do you want to be doing in five to ten years.

►Questions for Us

Do you have any questions of us.

