

NAME: _____

Aligned to the following standards:
FFA.PL-A, FFA.PL-F, FFA.PG-I, FFA.PG-J, FFA.CS-M, FFA.CS-N;
CS.05; AG5; CCSS.W.9-10.2; CCSS.SL.9-10.1; CCSS.SL.9-10.2;
CPR.02, CPR.04, CPR.10

Good and Bad Interview Behaviors

Directions:

Using the chart, identify the good and bad behaviors that you witnessed in the video "Job Interviews: Good and Bad." Describe why you placed each behavior in the category that you did. The URL for the video is <https://youtu.be/Gww2vrihjeU>.

The Good	The Bad
1. _____ Why?	1. _____ Why?
2. _____ Why?	2. _____ Why?
3. _____ Why?	3. _____ Why?
4. _____ Why?	4. _____ Why?
5. _____ Why?	5. _____ Why?
6. _____ Why?	6. _____ Why?

Why is good interview etiquette important?



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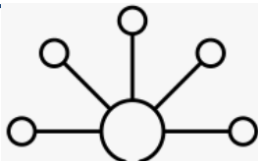
What is My Answer?

Directions:

Answer each of the following questions about your research project. Be sure to be complete and professional in your response.

1

How and why did you select this project?



2

What was your goal? What did you plan to accomplish in your project?

3

Were there any surprises in your project? Why or why not?



How did you handle them or avoid surprises?

5

What did you learn from this project/experience?

How much time did you devote to your project?

4

How did you manage your time for this project in relation to your other activities?



What kept you from being discouraged during your project?

6

How would you advise others that are completing a project?



8

How can your findings and conclusions be applied in the agriculture, food and natural resources industry?

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Mock Interview Script

Directions:

Working in pairs, choose one person to be the interviewee and one person to be the interviewer. The interviewee will begin the interview by shaking the interviewer's hand and introducing himself or herself. The interviewer will use the script to ask questions to the interviewee. During the interview, the interviewer should use the rubric to take notes.

Interviewee: Good morning/afternoon. My name is _____, and I am here to interview and share my agriscience research project on _____.

Interviewer: *Thank you for coming in today. Let's get started.*

- Tell me a little about your project.
- What were your goals? How did you accomplish your goals?
- Were there any surprises along the way? Why or why not? How did you handle any surprises?
- Tell me what you learned from this project? What did you learn about yourself during this project?
- Give me an example of how you managed your project while still being involved in other groups and activities.
- What would you say to someone who was interested in completing an agriscience project?
- Describe to me the findings of your study and how they impact the agriculture, food and natural resources industry?
- Do you have any questions still outstanding that you would like to investigate further with your project?

Allow interviewee to respond to the questions.

Interviewer: Thank you. I appreciate learning about you and your project.

Allow interviewee to respond and close interview: Thank you for taking time to learn about my project.

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Interview Rubric

Directions:

Use the following rubric to evaluate your classmates on their interviews. When finished, add up the score and give written feedback where asked.

Criteria	Very strong evidence of skill is present. (5–4 points)	Moderate evidence of skill is present. (3–2 points)	Weak evidence of skill is present. (1–0 points)	Points Earned
First impression: Greeting:	Appropriate salutation and firm handshake	Confident but uneasy, soft handshake	Does not use salutation, very informal	
First Impression: Introduction	States name	States name only when asked	Fails to introduce self, fails to shake hands with interviewer	
First Impression: Body Language	Smiling and pleasant, does not sit until invited, confident in manner	Rarely smiles Cologne or perfume is distracting.	Obnoxious habits exhibited (ex. chewing gum)	
Response to Questions	Used appropriate language for project; cited relevant examples; evident knowledge of project field; knows important information relevant to the project; discussed what was learned; responses concise and logical; responses do not sound “canned”; provided in-depth responses, not just a list; no yes/no responses	Seemed to know terms associated with project area; some holes, cited several relevant examples, but list is incomplete; understanding of project is vague, not understanding all of the research behind their project; incomplete description of what was learned; responses seemed rehearsed and somewhat disorganized; provided some depth of project, provided some depth to responses to questions; provided some yes/no responses; was able to tie some of what was learned together to form a picture of their learning from the project	Knew some of the language of the research, but was very short and vague; unable to cite or gave few relevant examples; project impact unknown; unable to describe the importance of the project; responses seem very “canned” with little logical progression; provided yes/no responses; unable to see an overall theme of the person’s abilities	X3
Communication Skills: Persuasive	Led the interview in a direction that enabled them to expand and better share what they learned as well its impact; took initiative to add information beyond question asked	Was able to expand somewhat on what was learned; volunteered some additional information to questions asked	Answered yes or no to most questions and did not expand on information given	
Communication Skills: Confident	Exhibited self-confidence verbally and with body language	Exhibited some nervousness but covered well Voice and body language showed some uncertainty.	Did not appear comfortable; nervous; slouched in chair	
Communication Skills: Appropriate Volume	Spoke with proper volume for room; could be heard clearly; not too soft, not too loud	Did not modulate volume to express answers; could hear sometimes; quiet when unsure of response and hard to hear	Hard to hear answers or volume too loud for the room	
Communication	Avoided run-on	Some questions answered	Rambled and used run-	

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Skills: Concise	sentences and answered with logical and organized thoughts	in a rambling fashion, but point was made; Thoughts were logical, but somewhat disorganized.	on sentences Answers were poorly organized and thoughts were not clearly expressed.	
Communication Skills: Sincere	Expressed true interest in the project	Some interest in the project	Seemed uninterested in the project and distracted	
Communication Skills: Poise	Avoided distracting mannerisms such as drumming fingers or overuse of "um" or "you know"	Seemed comfortable with some nervousness; caught self before exhibiting distracting mannerisms; rarely used "um" or "you know"	Demonstrated distracting mannerisms such as foot tapping, drumming fingers, cracking knuckles, etc.; excessive use of "um" and "you know"	
Communication Skills: Discretion/Tact	Shared appropriate information and did not create an awkward situation through responses	Mostly professional in tone and shared information that created little, if any, awkwardness	Shared information that made the situation awkward	
Conclusion: Thanks/Exit	Appropriate thanks and exit; thanked the interviewer, stood and shook hands prior to leaving the room	Shook hand but seemed uncertain about how to end the interview and exit	Ended the interview abruptly/awkwardly; exited without thanks or shaking hands	

Total: _____/70

Three positive comments about the interview:

Three comments about how the interview could be improved:

Directions:

Answer the following question using what you learned from the feedback given by the person who interviewed you.

Reflection: Based on the feedback you received, what specifically are you going to do to improve your interview skills? Give examples.
