

TOPIC: INTERVIEW TECHNIQUES**SUMMARY:**

After conducting a targeted job search, and created and distributed a résumé package, it is time to interview. A successful interview involves more than dressing sharp. It includes advance preparation; confidence; and a strategy to be used before, during, and after this important meeting. During an interview, an employer is looking to hire the best person to represent his or her company. The goal is to communicate visually and verbally that you are the right person for the job, which is what this chapter covers. A job search takes work, takes time, and can sometimes be frustrating. The purpose of this chapter is to provide the skills and confidence to secure a good job in a reasonable time period.

OTHER RESOURCES:**POTENTIAL GUEST SPEAKERS**

- Invite a HUMAN RESOURCES MANAGER to explain hiring process and what he or she looks for when hiring and or to do practice interviews.
- Invite a JOB PLACEMENT EMPLOYEE (temporary services or college services) to provide an overview of the job search process.

POTENTIAL FIELD TRIPS

- Visit a HUMAN RESOURCES DEPARTMENT to meet key individuals and have them briefly explain their hiring procedures.
- Visit a TEMP SERVICE OR THE COLLEGE JOB PLACEMENT OFFICE to help understand the job search process and the resources available.

LEARNING OUTCOMES: *After studying these topics, students benefit by:*

- Implementing pre-interview strategies and activities
- Conducting company and job specific research for interview preparation
- Creating a powerful and unique personal commercial
- Compiling an interview portfolio and e-portfolio
- Practicing interview techniques and appropriate responses to common interview questions
- Demonstrating winning behavior during a face-to-face and technology based interviews
- Naming and describing common interview methods and types of interview questions
- Explaining key areas of employee rights and knowing how to respond to discriminatory questions
- Formulating appropriate responses to special circumstances and tough questions
- Preparing for post interview activities including salary negotiation, employment screenings, tests, and medical exams

You are a successful student if you:

1. Create an interview portfolio
2. Video tape yourself in practice interview
3. Identify and create responses to difficult interview questions specific to you and your situation

OVERVIEW OF EXERCISES AND ACTIVITIES:

The following chart provides a quick overview of the activities for Interview Techniques. A complete description of each activity follows these tables. In the full description, you will find the activity title, instructions, and how to conclude/evaluate the activity. As you review which of these activities to use, consider the following:

- None of the activities are meant to be prescriptive. Pick, choose, and adapt. You know your students and what they need better than anyone else.
- We have denoted the format in which the activities can be used. Note the column below titled “Applications.” Most of the activities can be easily replicated from the classroom to the online environment. For example, reflection papers and case studies could be posted on discussion boards or chat rooms and students could respond there. Where appropriate, additional suggestions have been included in the activity section below.
- We have included all worksheets needed to complete the activities for this topic.
- You may want to suggest means by which your students can save, retrieve, and send their activities. This is usually determined by you and the LMS used at your institution.
- The activities provided for this module are intended to give you suggestions that may assist you in providing students with activities, journal writing, thought-provoking situations, and group activities. You probably have many activities in addition to the ones found here. Use them to your best advantage. You and your ideas bring the class to life.
- TALK IT OUTS are found throughout the chapters and are set up to be used as in-class activities or may be assigned for homework.
- ACTIVITIES are found at the end of each chapter and are set up to be used as homework (some may be used as in-class activities).
- SELF-QUIZ is used as a review of key terms.

Activity #	Description	Related Skill and/or Learning Outcome	Applications
Talk It Out	Formulate a response with difficult interview questions. Learn to answer a legal and illegal question. Discussion about arrival time.	Appropriate responses Practicing interview techniques Employee rights Pre-interview	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Topic Situation	Details to identify during a	Pre-interview research	<input checked="" type="checkbox"/> Traditional

	company research. Being prepared for an interview. Research and knowledge on desired salary.	Practicing interview techniques, winning behavior Appropriate responses	<input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Think Like A Boss	Information for interviewers. Inappropriate information disclosure.	All	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #1 Interview Invitation	Get comfortable with invitation to interview	Pre-interview	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #2 Key Information	Identify key pieces of information about yourself	Pre-interview	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #3 Thank-You Note	Write a draft thank-you note	Post interview	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #4 Closing Statement	Write a closing interview statement	Post interview	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #5 Research A Targeted Job	Identify information that can be used in an interview	Pre-interview research	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #6 Personal Commercial	Key points needed in a personal commercial	Personal commercial	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #7 Securing Relevant Interview Information	Create a statement to secure interview information	Pre-interview	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #8 Common Interview Questions/Answers	Writing common interview questions and answers with examples	Practicing interview techniques winning behavior Appropriate responses common interview methods	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #9 Salary Research	Researching salary and writing a salary statement	Post interview	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Text Activity #10 Interviewee Questions	Determine a question the student can ask in an interview	Practicing interview techniques Appropriate responses	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online

Additional Activity: Discussion Questions	Ideas for further discussion	All	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online
Self-Quiz	Matching key terms	All	<input checked="" type="checkbox"/> Traditional <input checked="" type="checkbox"/> Hybrid or Blended <input checked="" type="checkbox"/> Online

MyStudentSuccessLab ASSESSMENTS and ACTIVITIES

MyStudentSuccessLab (www.mystudentsuccesslab.com) is an online solution designed to help students acquire and develop the skills they need to succeed. Here students can access peer-led video presentations and develop core skills through interactive exercises and projects. Rich assessments based on Bloom's Taxonomy and tied to learning outcomes provide students with the opportunity to identify their strengths and weaknesses and to communicate them more effectively. MyStudentSuccessLab helps students develop academic, life, and career skills that will transfer to ANY course or experience.

MSSL Topic	MSSL Activity	Description	Related Learning Objective	Time on Task	Suggested Use
Interviewing	Topic Pre-Test	20 Multiple Choice questions targeting various levels of Bloom's taxonomy. Auto grading	All topic learning objectives (see Overview in the Learning Path)	30 min	Homework or in-class quiz
Interviewing	Videos: (1) Tough Interview Questions (4:06 min) (2) Interview Walk-Through (5:04 min)	Two videos offer expert advice on interview preparation and handling interview questions.	<ul style="list-style-type: none"> Demonstrate your ability to prepare for any interview Apply verbal skills to ask and answer interview questions 	30 - 35 min	Homework, including viewing videos and answering discussion questions
Interviewing	Practice 1: Interview Preparation	This multimedia activity explores key actions students can take to prepare for an interview	<ul style="list-style-type: none"> Demonstrate your ability to prepare for any interview Recommend best practices for following-up after an interview 	8-10 min	Extra practice or homework
Interviewing	Practice 2: Common Interview Styles	This multimedia activity reviews ways to prepare for 4 types of interviews and then has students critique interviewees in a face-to-face interview	<ul style="list-style-type: none"> Compare different interview mediums, including how to prepare for each Recommend strategies to handle different types of interviews Apply skills to conduct an interview from beginning to end 	20-30 min	Extra practice or homework
Interviewing	Practice 3: Interview Questions	Students respond to 7 interview questions and provides automatic feedback	<ul style="list-style-type: none"> Apply verbal skills to ask and answer interview questions Apply skills to conduct an interview from beginning to end 	5-10 min	Extra practice or homework

Interviewing	Activity 1: Conduct a Mock Interview	Students participate in a mock interview and answer questions about their interview. Students can submit those responses for grading via LMS or doc sharing. (See Appx A for Grading Rubric)	<ul style="list-style-type: none"> • Explain how non-verbal communication skills can affect an interview • Apply verbal skills to ask and answer interview questions 	1-2 hours	Graded homework
Interviewing	Interviewing: Journal Writing Assignment	Short e-journal activity to reflect on their strong and weak interview skills	<ul style="list-style-type: none"> • Apply skills to conduct an interview from beginning to end 	20-25 min	Reflection activity
Interviewing	Interviewing: Goal Setting Writing Assignment	Students set a goal to support the actions they addressed in Activity 1	<ul style="list-style-type: none"> • Apply skills to conduct an interview from beginning to end 	20-25 min	Goal setting activity
Interviewing	Extra Practice	Test items with feedback for correct and incorrect answers. Test items cover all topic learning objectives (see Overview in the Learning Path)	Over 115 additional Extra Practice items assess all topic learning objectives as well as: <ul style="list-style-type: none"> • Describe different types of interviews 	Self-paced so time is variable	Extra practice or homework
Interviewing	Topic Post-Test	20 Multiple Choice questions targeting various levels of Bloom's taxonomy. Auto grading	All topic learning objectives (see Topic Overview in the Learning Path)	30-45 min	Graded in-class test (can compare Pre- and Post-test results)

TALK IT OUT***1. Identify difficult interview questions you would not want asked and formulate appropriate responses.***

This is a good activity to get students to formulate good interview answers and to use examples with their answers. Have them refer to Table 15-1. The purpose of this exercise is for students to begin formulating and personalizing answers to common interview questions. The role-play activity demonstrates the importance of pre-planning interview responses.

2. Role-play an interview. During the interview, ask one legal question and one illegal question. Practice answering the illegal question with confidence but in an inoffensive manner.

This is a good activity to get students to formulate good interview answers to illegal questions. Have them refer to Table 15-2 for illegal questions and the Discrimination and Employee Rights sections for answering these questions indirectly. Students will find that, although they can recognize an illegal interview question, they may have difficulty answering the question appropriately and with confidence. Remind students that the more they practice and role-play, the easier it will become. They should identify the reason the employer is asking; this will help determine the best way to answer the question indirectly, for example:

Question: Are you married?

Answer: If you are concerned about my performance and attendance, my personal life will not interfere with my work performance. I am responsible and reliable. While I was attending school I made it a priority to get my assignments done correctly and on time, and I attended class regularly.

3. Why should you not arrive too early to the meeting location?

Although students should arrive 15 minutes prior to the interview, arriving earlier may interfere with the company's interview process by having too many interviewees there at the same time and the student does not want to give the impression that he or she is anxious.

TOPIC SITUATION RESPONSE***1. What specific details you should identify when researching a company?***

Identify the company's leadership team, strategy, and any current event that may have affected the company. Note products the company produces, identify the company's key competitors, and note any recent community activities or recognized accomplishments the company has been involved with.

2. What more could Shelby and Johnelle have done to prepare for the interview?

Carry an interview portfolio, research the company, practice interview questions, have a practiced personal commercial, conduct a pre-interview practice day (find location), have clothes ready, and videotape a mock interview.

3. Why is it important to research, know, and state a desired salary when asked during an interview?

By conducting research to determine local and regional salaries, you will be able to closely match the salary to your job description to your salary. It may be more or less than what you would guess it to be.

THINK LIKE A BOSS

1. What kind of information should you share with your current staff members as they prepare to interview a new employee?

First and foremost, all employees should be informed of the laws regarding discrimination and employment. They should also learn the importance of asking questions that relate to the job. Finally, employees should know what to look for in a candidate (professionalism, dress, and attitude).

2. How would you handle a prospective employee who disclosed inappropriate information during the job interview?

If inappropriate information is disclosed during an interview, the individual conducting the interview should tell the candidate that that information is not relevant to the job and will be disregarded.

Text Activity #1: Interview Invitation (*Exercise 15-1*)

Role-play an invitation to interview with another student.

Students may attempt to identify a name of the interviewer, how long the interview will take, how many applicants are interviewing, what times are available. They should be professional, polite, and not make demands.

Text Activity #2: Key Information (Exercise 15-2)

If you were alone in an elevator with the hiring manager of your target job, what key pieces of information would you communicate about yourself as you rode from the 5th floor to the 1st floor?

Remind students to use their personal commercial during this exercise. They should include key points of why they would be interested in the job, what they know about the job, and their key skills.

Text Activity #3: Thank-You Note (*Exercise 15-3*)

Write a draft thank-you note.

Students are to write a simple draft thank-you note to use after an interview. Remind students to check grammar and spelling. Notes should be no longer than four sentences and should be personalized/tailored to a specific job and to the interviewer. For example:

June 3, 2015

Dear Mrs. McCombs,

Thank you for taking the time to interview me for the Account Clerk position at XYZ Company. After our talk, I am certain that my knowledge and skills will benefit ZYZ Company. Talking with you made me realize how much I would enjoy working with you. I look forward to hearing your decision soon.

Sincerely,

Mason Yang

Text Activity #4: Closing Statement (*Exercise 15-4*)

Write a closing interview statement.

This is where the student will use his or her personal commercial, sell the key skills, and ask for the job:

Mr. Oscar, thank you for taking time to interview me. As I stated in the interview, I am well qualified and skilled for this position with my office and computer skills. I am organized and prepared to learn what is needed for this position. I believe I am the best person for this job and would like to be a part of your team.

Text Activity #5: Research A Targeted Job (Activity 15-1)

Identify a local company for which you would like to interview. Using the following table, conduct a thorough targeted job search on this company. Answer as many of the questions as possible.

1. Company name	
2. Company address	
3. Job title	
4. To whom should the cover letter be addressed?	
5. What are the job requirements?	
6. Is this a full-time or part-time job?	
7. What are the hours/days of work?	
8. What are the working conditions?	
9. Is there room for advancement?	
10. What kind of training is offered?	
11. What other positions at this company match my qualifications?	
12. What are the average starting salaries (benefits)?	
13. Is traveling or relocation required?	
14. Where is the business located (home office, other offices)?	
15. What are the products or services that the employer provides or manufactures?	
16. What is the mission statement?	
17. What kind of reputation does this organization have?	
18. What is the size of the employer's organization relative to the industry?	
19. What is the growth history of the organization for the past five, ten, or fifteen years?	
20. How long has the employer been in business?	
21. Who is the employer's competition?	

This activity gets students motivated to begin their job search. It also provides them with an opportunity to use the job search tools presented in the chapter.

Text Activity #6: Personal Commercial (Activity 15-2)***Identify key points to include in your personal commercial.***

Following is an example of a personal commercial for Cory Kringle (Account Clerk Position):

I know accounting is the right career choice for me. This decision came shortly after completing my first accounting course in college. It was then that I knew I would enjoy accounting as a career. I have an Associate Degree in Business with a certificate in the Accounting Clerk Program from Fresno City College, and I am currently working on a Bachelor Degree in accounting. My experience with accounting includes volunteer work I performed for my work experience course. I worked for S and L Accounting, where I assisted one of the head accountants. This provided me with valuable work experience in accounting-office operations, including answering telephones, bookkeeping, data entry, copying, and faxing. I also learned to use Excel and QuickBooks. My additional work experience is in the area of food service. As a food server, I have experience in assisting customers, quality and food safety, teamwork, and training other employees. My accounting-specific skills include general ledger and journal posting; account receivables; account payables; experience with MS Office including Word, Excel, Access, PowerPoint, and Access; and accurate ten-key and typing. I am proficient with grammar, spelling, and punctuation. I am positive, motivated, organized, detailed, and I can accurately follow oral and written instructions.

Following is an example of a personal commercial for Denise Short (Office Assistant):

My choice to be an office assistant came at an early age because my mother is an office assistant. I have always looked up to her because of her business knowledge and organizational skills. With her support and my determination, I have recently earned an Associate Degree in Business and Technology with a certificate in Clerical Administration from Fresno City College. I gained experience working with customers and being a team player in my current and past job as a cashier. In these positions, I have learned to work with customers, work under stressful and busy situations, handle money, process merchandise, and train other workers. The job-related skills I learned in college would easily apply to this position. They include accurate typing at 50 wpm, Word, Excel, Access, PowerPoint, Outlook, records-management skills, positive telephone skills, and excellent customer-services skills. In addition, I have proofreading and editing skills, excellent oral and written communications skills, and good attendance. I am responsible, mature, positive, motivated, and organized.

This exercise teaches students the value and difficulty of tailoring a personal commercial. These commercials are used during the interview to answer questions such as “tell me about yourself?” and “why are you the best candidate?” They should include students’ target job (how they reached the decision to choose that career), education and experience, job-related skills, and transferable skills.

Text Activity #7: Securing Relevant Interview Information (Activity 15-3)

Write a statement to use during an invitation to an interview that will help you secure all relevant interview information.

Students are to write out statements used during a telephone conversation when invited to an interview. Remind students, as they are writing their statements, to personalize the statements. This includes saying “please” and “thank you” for the caller’s time and information. The statements should be realistic, polite, and conversational. They may include asking for a specific interview time (as discussed in the chapter), asking who will be doing the interview, how much time will you have during the interview, and how many applicants are being called for interviews.

Text Activity #8: Common Interview Questions/Answers (Activity 15-4)

Using information obtained in your target company research (Activity 15-1), write three common interview questions and answers. Integrate relevant company information in your answers.

Students are to use the research in the previous activity to write out a minimum of three common interview questions and answers. Once again, remind students of the importance of integrating relevant company information and examples into their answers.

QUESTION	ANSWER
1.	
2.	
3.	

Text Activity #9: Salary Research (Activity 15-5)

Conduct a salary search for a target job. Identify the salary range. Using your research data, write out a statement you could use to negotiate a higher salary.

Lowest Salary	Highest Salary
\$	\$
Salary Negotiation Statement	

Students are to conduct a salary search on the job identified in Activity 15-1. Encourage students to also use a cost-of-living calculator (found on the Internet) to consider salary variances between various geographic locations. The salary range should be a few thousand dollars higher than the desired starting salary depending on experience and/or lack of experience. Also, remind them that the range may be lower if the company offers other benefits such as medical.

The statement should reflect what was learned in the first part of this activity. Remind students to add a statement of their qualifications before giving the salary range.

Lowest Salary	Highest Salary
\$	\$

Text Activity #10: Interviewee Questions (Activity 15-6)

Create at least one question that can be asked at the end of the interview (other than what is listed in the text?)

A good question refers to a current event that has occurred within the company. These questions should imply that you care more about what the company can do for you than what you can do for the company. Some examples:

- How would you describe the company's culture?
- What does a typical day look like for someone in this position?
- How can I best contribute to this department and company?
- What do you find most exciting about being a part of this company?

Additional Activity: Discussion Questions

1. How can you tailor your cover letter and resume specifically to the job for which you are applying? Why is this important?
2. Discuss some of the pre-interview preparation.
3. Choose an illegal question and discuss how you would respond.
4. Post a realistic closing interview statement to make at the end of an interview.
5. Critique closing interview statements of your classmates.

Self-Quiz

Matching Key Terms: In the blank column match the key term to the definition using the identifying number.

Key Terms	Answer	Definitions
behavioral interview question		1. an interview that involves a one-on-one meeting between the applicant and a company representative
group interview		2. a type of interview question that addresses job-related issues where each applicant is asked the same question
interview portfolio		3. a mental form of positive self-reinforcement that helps remind you that you are qualified and deserve both the interview and the job
one-on-one interview		4. an interview that involves several applicants interviewing with each other while being observed by company representatives
panel interview		5. a brief career biography that conveys one's career choice, knowledge, skills, strengths, abilities, and experiences
personal commercial		6. an interview that involves the applicant meeting with several company employees at the same time
positive self-talk		7. a probing, open-ended interview question intended to identify if the candidate can appropriately sell his or her skills
structured interview question		8. interview question that asks candidates to share a past experience related to a specific workplace situation
unstructured interview question		9. a folder to be taken on an interview that contains photocopies of documents and items pertinent to a position

Self-Quiz Answer Key

Key Terms	Answer	Definitions
behavioral interview question	8	1. an interview that involves a one-on-one meeting between the applicant and a company representative
group interview	4	2. a type of interview question that addresses job-related issues where each applicant is asked the same question
interview portfolio	9	3. a mental form of positive self-reinforcement that helps remind you that you are qualified and deserve both the interview and the job
one-on-one interview	1	4. an interview that involves several applicants interviewing with each other while being observed by company representatives
panel interview	6	5. a brief career biography that conveys one's career choice, knowledge, skills, strengths, abilities, and experiences
personal commercial	5	6. an interview that involves the applicant meeting with several company employees at the same time
positive self-talk	3	7. a probing, open-ended interview question intended to identify if the candidate can appropriately sell his or her skills
structured interview question	2	8. interview question that asks candidates to share a past experience related to a specific workplace situation
unstructured interview question	7	9. a folder to be taken on an interview that contains photocopies of documents and items pertinent to a position

INTERVIEW TECHNIQUES ASSIGNMENT SHEET

Assignment	Points	Notes
Read Chapter		
Exercise 15-1		
Exercise 15-2		
Exercise 15-3		
Exercise 15-4		
Topic Situation: Research		
Topic Situation: Prepare for an Interview		
Topic Situation: Salary		
Self-Quiz		
Think Like A Boss #1		
Think Like A Boss #2		
Activity 15-1		
Activity 15-2		
Activity 15-3		
Activity 15-4		
Activity 15-5		
Activity 15-6		