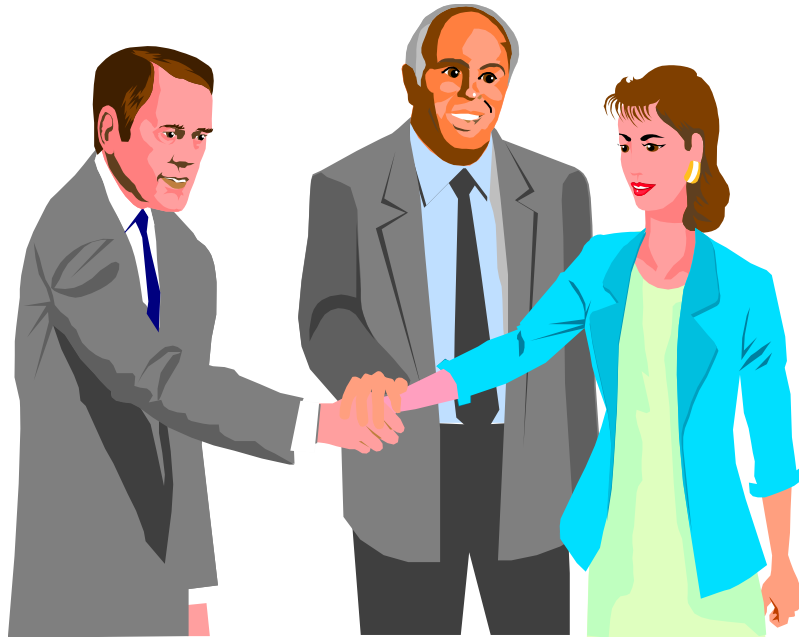


STEP RIGHT THIS WAY



**COMPETENCY
CATEGORY:** Job Attainment

**COMPETENCY
NUMBER:** B.13

COMPETENCY: Complete a job interview.

OBJECTIVE: Upon completion of this module, students will be able to complete a job interview.



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INTRODUCTION

- State module topic and review module objective.
- An interview is a meeting between an employer and an applicant to discuss a job.
- While job interviewing for most people may not seem to “come naturally”, there is much that can be done in advance to increase your effectiveness as a candidate.
- Some individuals believe that just being themselves is sufficient for successful job interviewing. However, you are participating in a highly competitive selection process.
- You need to know how to effectively sell yourself, communicate your skills and experience, and portray your personality as one that will fit in with the organization.
- Being properly prepared and informed about the interviewing process can help you positively focus your energies on what needs to be done and help you find the right job.
- Another approach would be to:
 - a. Begin by shaking hands of students as they enter room or at their seats. Give no explanation.
 - b. Afterward, tell class how their handshakes rate or draw graph on board.
 - c. Explain importance of a handshake and the impression it can have on others.
 - d. The handshake is just like an interview – it is our first “face-to-face” impression.

- The focus of this module “Step Right This Way” is to get you ready for a successful interview.

Administer Pre-Assessment

OUTLINE

A. Goals of the interview

COMPLETE LEARNING ACTIVITY B.13-1 “CROSSWORD PUZZLE”

1. Goals of the candidate (you):
 - a. To obtain information about the job and the organization
 - b. To determine whether the job is suitable for you and whether you want it
 - c. To communicate important information about yourself
 - d. To favorably impress the employer

2. Goals of the interviewer:
 - a. To promote the organization and attract the best possible candidate
 - b. To gather information about you, the candidate
 - c. To assess how well the candidate’s qualifications match the job requirements
 - d. To determine whether the candidate will fit in with the job organization and staff

B. Types of interviews

1. Screening interview

- a. Used to quickly and efficiently eliminate unqualified candidates
- b. Conducted by professional interviewers, recruiters, or personnel representatives seeking information regarding educational and experiential background using a highly structured question and answer format

2. Selection interview

- a. Used after some type of screening process
- b. Usually conducted by the person who will be the candidate's supervisor
- c. It is generally less formal and less structured than the screening interview.
- d. Questions tend to be open-ended with subsequent questions based on candidate's responses to previous questions.

C. Interview formats

1. One-on-one

- a. Usual interview procedure
- b. Screening and selection interviews usually include one interviewer and one candidate.
- c. At times, a second representative may join in or the candidate may have a series of interviews with different people within the organization, one at a time.

2. Board interview
 - a. Group consists of several interviewers and one candidate
 - b. Used by business and industry for selection of high level employees
3. Small group interview
 - a. Group consists of many candidates and one or more interviewers
 - b. Frequently used as a screening procedure by smaller companies
 - c. Used to assess leadership skills and ability to work in groups

D. Stages of the interview process

1. Regardless of the style of the interviewer, the interview will progress through four basic stages: *the introduction, sharing general information, narrowing the focus, and the closing.*
 - a. **Introduction** – begins with "small talk" initiated by the interviewer. The interviewer may ask a few casual questions or make some general remarks. The purpose is to put you at ease, establish rapport, and find a comfortable level of communication.
 - b. **Sharing general information** – starts when the interviewer shifts from small talk to general information about you, the organization, and the position.
 1. You may be asked to review your background, interests, and goals.
 2. The interviewer will discuss the organization and its goals.

3. This will test your listening and speaking skills as well as give you additional information on which to base intelligent questions.
- c. **Narrowing the focus** – occurs when the interviewer begins concentrating on the job and how you might fit in.
1. You have the opportunity to expand upon your skills and to demonstrate how they apply to the job requirements.
 2. Your efforts in researching the job and the organization will pay off at this point.
- d. **Closing** – happens when the interviewer begins summarizing what has been said and clarifying certain aspects of the interview.
1. It is crucial that you express your interest in the position at this time.
 2. It is also important that you review the points you've made, especially about how you are uniquely qualified for the position.
 3. If you have relevant skills or experience that you have not yet shared, do it now.
 4. The employer will probably explain how and when the next contact will be made and may end with, "Do you have any other questions?"
 5. Try to save at least one of your questions for the end so that you wrap-up the interview on a positive note, leaving an enthusiastic impression.

E. Researching the organization and the job

1. Find out some basic information about the organization before you go for the interview.
2. You will be in a better position to ask intelligent questions and you will impress the interviewer with your initiative and your knowledge of the organization.
3. Employers often list more qualifications in the job announcement than can realistically be met by most potential candidates.
4. Frequently, this is done as a pre-screening device in order to reduce the number of applicants for the position by setting up artificial barriers.
5. You should not allow this to discourage you or prevent you from pursuing the position.
6. Just as you are looking for the ideal job, employers are looking for the ideal employee.
7. Analyze the job description and match your experiences, skills, interests, and abilities to the job.
8. You may find that some of the qualifications are less essential than others.
9. Emphasize your strong points to minimize the effect of possible limited experience.
10. Talk with people who have worked in similar positions in that organization.
11. Read about the specific job category in the career literature.
12. As a result of your research, you will have gained information about the nature of the job, the level of education and/or training necessary, future potential, and other pertinent details.

F. Prepare and anticipate questions.

1. Anticipate questions that may be asked of you in an interview.
2. Prepare sample answers beforehand to some of the more difficult or sensitive questions.
3. This does not mean memorizing responses or writing a script.
4. It does mean planning the points you want to make. Also, prepare questions you would like to ask the employer.

G. Handling difficult questions

1. What questions do you dread being asked in an interview?
2. Some of the more commonly asked dreaded questions include:
 - a. “What are your strengths and weaknesses?”
 - b. “Where do you see yourself in five years?”
 - c. “Why should I hire you?”, and
 - d. “Why do you want to work here?”
3. When you think about it, they are all legitimate questions.
4. You may not have done sufficient soul searching or strategizing to handle them well, but each presents you with an opportunity to sell yourself.
5. It is helpful to look first at why they ask the questions and then to strategize a response.
 - a. “What are your strengths and weaknesses?”
 1. The employer may be assessing how well you know yourself and how honest and open you are.

2. You have an opportunity to showcase your strengths and also to reveal a not too serious weakness.
 3. It is best if you demonstrate how you are working to improve your stated weakness. For example, you might say, “My computer experience is somewhat limited. However, I recently took a course on using Lotus 1-2-3 and I’m looking forward to building on the skills I learned.”
- b. “Where do you see yourself in five years?”
1. They want to know if you are ambitious.
 2. If you find it hard to look five years out, try this: “Five years seems like a long time. I can see myself as a _____ in two years. Five years from now, I might be a _____. I won’t know which direction I want to take until I’ve been in the field for awhile.”
- c. “Why should I hire you?”
1. Here’s where they find out how well you understand their needs and how confident you are of your qualifications for the position.
 2. How about a response like this one? “I think you should hire me because I have the skills you need in this position. And my communication skills are strong as a result of my career association.”
- d. “Why do you want to work here?”
1. This is where the employer finds out how much you know about the organization.
 2. You want to convey your interest in contributing to their mission or in being part of an important project

they've been awarded. For example: "I've read about your company's support of its employees and I would like to be part of the team."

- e. What if you were fired for some reason?
 - 1. This can be very worrisome to the job seeker. "To be honest with you, I just didn't fit into the organization. Finally, my supervisor and I decided it was best for me to leave. While this was a devastating experience, I feel I'm ready to begin again."
 - 2. These examples show honest, straightforward responses that will be acceptable to an employer.
 - 3. The important thing is for you to come to terms with the issue, see the positive side, and demonstrate that you are eager to move on in your career.

COMPLETE LEARNING ACTIVITY B.13-2
"QUESTIONS YOU MUST BE ASKED"

H. Ethical issues

- 1. It is illegal for employers to ask questions of a personal nature **prior** to employment.
- 2. Whether you are married or single, have children, or belong to a certain religious group should have no bearing on your ability to do the job.
- 3. However, this does not mean that you won't be asked illegal questions.
- 4. Many interviewers have had little training and don't realize that they are asking improper questions; other interviewers know and ask anyway to see how you handle uncomfortable situations.

5. If you feel that the question is too personal or unethical you can and should decline to answer.

I. Practice good communication skills

1. It is important that you use good communication skills during the interview.

2. Practice with a friend, with a career counselor, or by videotaping a mock interview.

3. Work on the following communication skills.

a. Presenting yourself in a positive and confident manner

b. Offering a firm handshake

c. Speaking clearly and effectively

d. Listening attentively and maintaining eye contact

e. Avoiding the use of unnecessary verbal and non-verbal distractions

J. Body language

1. Body language says a lot to the experienced interviewer.

2. Remember to smile!

3. The handshake – it is courteous to shake a hand that is offered to you.

4. Sit down where the interviewer indicates and sit in a way that indicates your enthusiasm and interest!

5. Lean forward slightly to express interest and be comfortable in your seat. Be alert and confident.

6. Try to avoid any habitual nervous mannerisms like playing with your hair or scratching your nose!
7. Get others to tell you what your mannerisms are if you don't know!
8. Eye contact – make sure you make eye contact with the person who is talking to you. If the interview is a panel, respond with eye contact with the person who asked the question.
9. Maintain your enthusiasm during the interview and thank the interviewers at the end of the interview.

COMPLETE LEARNING ACTIVITY B.13-3
“BODY LANGUAGE”

K. Appropriate dress

Note to Specialist: See Module C.14 – Demonstrate an Appropriate Appearance for more information.

1. Dress professionally for the interview.
2. Remember that you don't get a second chance to make a first impression.
3. Your appearance should be neat and clean, pressed and polished.
4. Conservative business attire is appropriate for most settings.

L. How to overcome nervousness

1. Take a couple of deep breaths to relax yourself.
2. Remember your mission; you are the one they want!
3. Smile to yourself – it boosts your confidence.
4. Remember, your nerves don't show to others as much as you think.

5. At all times remember the purpose of the interview – for you to get the job.
6. Treat the interview as a learning experience!

M. A word about salary negotiations

1. Salary negotiations often make candidates uncomfortable, and rightfully so, as this is one of the trickiest parts of interviewing.
2. A few suggestions on how to manage this topic may eliminate some of the discomfort:
 - a. First of all, if the topic comes up too early in the interviewing process, it is advisable to postpone the discussion. For example, you could say, “I would be happy to discuss my salary requirements, but I feel I need to know more about the position first. Could you tell me about...” The idea here is to buy some time. The more you know about the job, the better you will be able to pinpoint what it is worth in today’s market.
 - b. Secondly, if you are in the final round of interviewing and you are asked about your salary expectations, it is appropriate to clarify, “Are you prepared to make me an offer?” Try to get the interviewer to commit to you as the preferred candidate.
 - c. Finally, there comes a time when the negotiation can’t be delayed any longer. Ideally, you know a lot about the position and how it compares in the market because you’ve done your homework, and you are the front running candidate. You are still likely to do better in the process if you aren’t the first one to name a figure.
3. With these suggestions, hopefully you will feel comfortable in negotiating a salary that reflects your work as an employee.

COMPLETE LEARNING ACTIVITY B.13-4

“SALARY QUESTIONS”

- N. The 20 job interviewing mistakes that candidates often make
1. Arriving late
 - a. Nothing makes a worse impression. If you can't turn up on time for the interview, what on earth would you do as an employee?
 2. Arriving early
 - a. Getting to the office building at 3:30 for a 4:00 appointment is good; presenting yourself to the receptionist at that time is not.
 - b. Check-in with the receptionist about 10 minutes ahead of time.
 3. Dressing wrong
 - a. Dressing too casually or flamboyantly can ruin your chances.
 - b. The safest choice for any interview is a tailored suit in a conservative color like navy, gray or tan.
 4. Dressing in a rush
 - a. Don't. If you select your clothes right before you leave, you won't have time to fix the loose button or scuffed shoe you've just discovered.
 - b. On the job interview, neatness counts more than it has since your last grade for writing.
 - c. Try on your entire interview outfit the night before the appointment, if not earlier.
 5. Smoking

- a. Makes you look nervous
 - b. Don't smoke!
6. Drinking
- a. Stick to mineral water or club soda.
7. Chewing gum
- a. Gum is not a good substitute for cigarettes or self-confidence.
 - b. Gum chewing looks appropriate only in vintage movies.
8. Bringing along a friend or relative
- a. Tempting though it may be, resist the urge to bring someone along to "hold your hand" or help you fill out applications.
 - b. Even being seen saying good-bye to your best friend or your spouse at the building door can make you look as if you didn't have the nerve to get there on your own.
 - c. Being picked up afterward also reeks of dependency.
9. Not doing all your research
- a. You should know something about their products or services.
 - b. Check out information about large companies in business magazines or corporate directories at your public library.
 - c. For smaller organizations you may have to rely on the grapevine; some of the best information can come from people who used to work there.

10. Skipping a dress rehearsal
 - a. You wouldn't make a speech to your church group without planning what you're going to say, yet people will walk into job interviews every day just assuming that brilliant words will leap to their lips.
 - b. Don't assume.
 - c. Make a list of the questions you'd ask if you were interviewing someone for this job then rehearse the best possible answers using a tape recorder and/or friend for feedback.
11. Admitting a flaw
 - a. Some interviewers will ask, "What is your greatest weakness?"
 - b. Giving a straightforward, totally honest answer is a mistake; the interviewer doesn't expect you to.
12. Not knowing your own strengths
 - a. You must know your own background so thoroughly that you are prepared to answer any question about it without hesitation and in enough detail to satisfy the interview.
 - b. Make a list of ten work-related things you do well or know a lot about.
 - c. Then, during your interview rehearsal, come up with graceful ways to bring them up.
13. Asking too many questions
 - a. If you were the interviewer, would you hire someone who hijacked the entire interview and put you on the defensive?

14. Not asking any questions
 - a. When the interviewer asks, “What questions do you have?” saying that he/she has covered the subject so well you don’t have a thing to ask about is a bad idea too.
 - b. It makes you look uninterested, unimaginative or both.
15. Bad-mouthing your boss
 - a. Never, never, never say anything negative about a person or company you worked for in the past.
 - b. It labels you as a complainer.
16. Lack of enthusiasm
 - a. It doesn’t matter if you only slept four hours last night and are coming down with a cold.
 - b. When you get to the interview, you have to appear bright-eyed and eager.
 - c. Job candidates with lackluster attitudes rarely get the offer.
17. Poor handshake
 - a. A limp or otherwise distasteful handshake is like bad breath, one of those things that even your best friends may never tell you about.
18. Glancing at your watch
 - a. Clock watching gives the impression that you’re late for a more important date.
 - b. Avoid that problem by asking when you set up the appointment, how much time you should allow for the interview.

- c. If the interviewer asks, “Will you have time to stay today and meet with our staff?” then you can check the time and make a decision.
19. Losing your cool
- a. Expect the unexpected.
 - b. Occasionally, interviewers have been known to test job applicants by surprising them with loaded questions or blunt comments, such as “What makes you think you can handle this job when people with twice your experience don’t have the nerve to apply?”
 - c. Remain calm, even though your injured ego may be fleeing for the nearest exit.
 - d. Some interviewers like to see just how professional and unflappable you can be under fire.
20. Following these instructions
- a. Now that you’ve absorbed the “do’s and don’ts” of the job interview, concentrate on what a fine job you’ll do if these people have the good sense to hire you.
 - b. Then **relax** and **just be yourself**.

COMPLETE LEARNING ACTIVITY B.13-5
“INTERVIEW ROLE PLAY”

- O. After the interview
- 1. After your interview, assess your strengths and weaknesses.
 - a. What did you do well?
 - b. What weakness do you need to overcome?

2. Did you get the job offer?
 - a. Why?
 - b. Why not?
3. If you told the employer you would call, make sure you do.
 - a. Call and ask for the person who interviewed you by name, give your name, the position you interviewed for, when, and restate your enthusiasm for getting the position.
 - b. One approach would be: “Hello, Mr. Jones, this is Mary Wilson, the person you interviewed last Thursday for the position of cashier. I’m very interested in working for you and I was wondering if you have made a decision yet?”
4. You could send the employer a follow-up letter.
5. The letter should be sent out as soon as possible after the interview, preferably the next day.
6. In the letter you should include positive points you forgot during the interview, thank the interviewer for his/her time and consideration, express eagerness and enthusiasm for the job, and ask for the job.

COMPLETE LEARNING ACTIVITY B.13-6
“THE FOLLOW-UP LETTER”

COMPLETE LEARNING ACTIVITY B.13-7
“JOURNAL WRITING”

COMPLETE LEARNING ACTIVITY B.13-8
“SERVICE LEARNING”

COMPLETE READING ACTIVITY B.13
“IT TAKES ALL KINDS”

**COMPLETE MATH ACTIVITY B.13:
“INTERVIEW MATH”**

Administer Post-Assessment

LEARNING ACTIVITY B.13-1
“CROSSWORD PUZZLE”

OBJECTIVE: To identify common words associated with the interview process

RESOURCES: Work Sheet—Learning Activity B.13-1

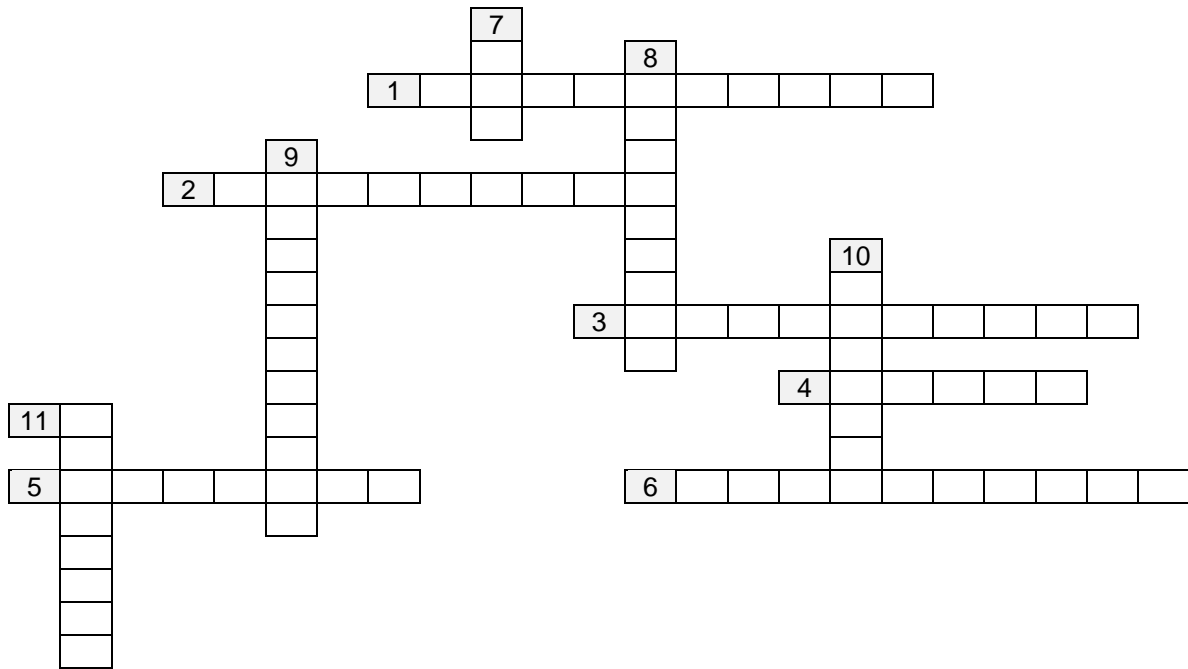
SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Distribute copies of the work sheet for Learning Activity B.13-1.
2. Have students complete the crossword puzzle.
3. Review the correct answers and discuss the importance of each term.

LEARNING ACTIVITY B.13-1
“CROSSWORD PUZZLE”
WORK SHEET

DIRECTIONS: Use the pronunciation key to find the correct word for the puzzle from the list at the bottom of the page.



nervous
 confused
 timid
 posture

confidence
 application
 eye contact
 job

interview
 handshake

LEARNING ACTIVITY B.13-2
“QUESTIONS YOU MIGHT BE ASKED”

OBJECTIVE: To prepare students for questions they might be asked during an interview

RESOURCES:

- Work Sheet—Learning Activity B.13-2
- Video camera, tripod, and blank videotapes

SUGGESTED TIME: 2 hours per student

DIRECTIONS:

1. Distribute copies of the work sheet for Learning Activity B.13-2.
2. Assign students to groups of two.
3. Have one student select 15 questions on the work sheet to ask their partner.
4. When completed, have the students switch roles.
5. Give students a chance to practice before videotaping.
6. Select videotape examples to playback with the class.

Note to Specialist: Stress strengths and limitations.

7. Repeat activity until a satisfactory skill level is achieved for each student.

LEARNING ACTIVITY B.13-2
“QUESTIONS YOU MIGHT BE ASKED”
WORK SHEET

QUESTIONS OFTEN ASKED DURING AN INTERVIEW

DIRECTIONS: A good interviewer will try to find out all about you—your strong points and any problems that might keep you from doing a job well. Listed below are a number of questions frequently asked during an interview. Read them carefully, thinking how you might answer each one. If you find that you don't know how to answer a question, make a note of it and give it some thought before you are videotaped.

QUESTIONS YOU MAY BE ASKED:

1. Why would you like to work for this company?
2. Are you looking for permanent or temporary work?
3. What job would you most like?
4. What do you want to be doing in five years?
5. What training/qualifications do you have for this job?
6. What courses in school did you like best? Least? Why?
7. What are your strengths? Weaknesses?
8. What jobs have you had? Why did you leave?
9. What salary do you expect?
10. When can you begin work?
11. How do you feel about working overtime? Weekends?
12. How do you feel about working regularly? How many days were you out last month?
13. What was your grade point average?
14. How did you become interested in this job?
15. Why do you think you might like this particular job?
16. How long do you expect to work with this company?
17. What are your future educational plans?
18. What do you know about our company?
19. How do you spend your spare time? What are your hobbies?
20. Can you get recommendations from previous employers?
21. What interests you most about this position?
22. What types of people seem to “rub you the wrong way”?

23. Can you take instructions without getting upset?
24. Can you take criticism without getting upset?
25. Why should I hire you?
26. What has been your most satisfying and/or your most disappointing school/work experience?
27. Tell me something about yourself.
28. Why have you worked in your jobs for only a short period of time?
29. Are there any questions you may want to ask?

(Source: Jobs for Montana's Graduates)

LEARNING ACTIVITY B.13-3
“BODY LANGUAGE”

OBJECTIVE: To demonstrate proper body language for an interview

RESOURCES: Video camera, tripod, and blank videotapes

SUGGESTED TIME: 2 ½ (15 minutes per student)

DIRECTIONS:

Note to the Specialist: You should probably serve as the interviewer for this videotaping activity.

1. Have student demonstrate the following:
 - Proper smile
 - Proper handshake
 - Proper sitting
 - Alertness
 - Avoid nervous mannerisms
 - Proper eye contact
 - Enthusiasm
2. Videotape each student and playback to the class.
3. Be certain to point out the strengths and weaknesses.

LEARNING ACTIVITY B.13-4
“SALARY QUESTIONS”

OBJECTIVE: To demonstrate the proper way to handle salary questions

RESOURCES:

- Work Sheet—Learning Activity B.13-2
- Video camera, tripod, and blank videotapes

SUGGESTED TIME: 2 ½ hours (15 minutes per student)

DIRECTIONS:

Note to Specialist: You should probably serve as the interviewer for this videotaping activity.

1. Have each student demonstrate the proper procedures for handling salary questions.
2. Mix in salary questions with other interview questions on the work sheet for Learning Activity B.13-2.
3. Ask the following salary-related questions:
 - a. What kind of salary are you currently earning?
 - b. What kind of hour salary do you feel you are worth?
 - c. How much should I pay you?
 - d. The average hourly wage is _____, why should I pay you more?
 - e. How much are you worth?
 - f. The last person in this position made _____/hour; is that acceptable to you?
4. Try not to ask a salary question too early in the interview process.
5. Videotape each student and playback to the class.
6. Be certain to point out the strengths and weaknesses.

LEARNING ACTIVITY B.13-5
“INTERVIEW ROLE PLAY”

OBJECTIVE: To demonstrate the proper procedures for completing a job interview

RESOURCES:

- Work Sheet—Learning Activity B.13-5
- Student resumes from Module B.7

SUGGESTED TIME: 15-20 hours (30 minutes–1 hour per student)

DIRECTIONS:

1. Distribute copies of the work sheet for Learning Activity B.13-5.

Note to Specialist: Be certain to “set-up” an office type environment for students to use for the interview role plays.

2. Review stages of the interview process (Section D) with your students.

Note to Specialist: Have each student agree about the job for which they are being interviewed.

3. Assign students to groups of two.

4. Have each student prepare the following for the interview role play:

- a. Introduction
- b. Sharing general information
- c. Narrow the focus of the interview
- d. Closing the interview

5. The interviewer should prepare a series of questions. (See work sheet for Learning Activity B.13-5.)

6. The candidate (applicant) should prepare a series of questions to ask the interviewer.

7. Have candidate demonstrate proper “body language” during the role play.
8. After each student has practiced their roles – interviewer and candidate (applicant) have them set-up the videotape camera for the role play.
9. Be certain to assign a time limit for each interview.
10. Repeat the steps with the roles now reversed. The interviewer becomes the candidate and the candidate becomes the interviewer.
11. Select videotape examples from the role play and playback to the class.
12. Be certain to note the strengths and weaknesses observed.

LEARNING ACTIVITY B.13-5
“INTERVIEW ROLE PLAY”
WORK SHEET

INTERVIEWER QUESTIONS

DIRECTIONS: An interview plan will help you prepare for the interview.

1. Which job are you applying for?
2. What was the last job that you had?
3. What were some of your duties and responsibilities?
4. Who was your supervisor?
5. Would you have any objections to our contacting him/her?
6. What are some of the other jobs that you have had?
7. Have you ever been in trouble with the law?
8. What skills do you have that would be useful in this job?
9. What is your attendance record at school?
10. What hours would you like to work?
11. How do you find that you generally get along with other people?
12. What were some of the things that you studied in school?
13. Which subject in school do you feel was your best one?
14. Why did you like that particular subject?
15. Do you know anything about our company?
16. Since you will have to be trained for at least six months by us, what do you think would be a reasonable starting salary?

17. Why do you want to work here?
18. Do you have dependable transportation?
19. What are your strong points?
20. What are your weak points?

(Source: Jobs for Montana's Graduates)

LEARNING ACTIVITY B.13-6
“THE FOLLOW-UP LETTER”

OBJECTIVE: To write a follow-up letter

RESOURCES:

- Work Sheet—Learning Activity B.13-6
- Student letterhead developed in Module B.9
- Business size envelopes
- Computers with word processing software (optional)

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Distribute copies of the work sheet for Learning Activity B.13-6.
2. Have students draft a follow-up letter for the position they interviewed in Learning Activity B.13-5.
3. Critique the letters written by the students (P.S. Don't forget to look at their envelopes.)

LEARNING ACTIVITY B.13-6
“THE FOLLOW-UP LETTER”
WORK SHEET

June 14, 1999

Your address and number

222 First Avenue
Washington, DC 20005
(202) 328-4605

Name and address of person you are writing

Mr. Tom Jones
ABC Company
444 North Street
Washington, DC 20005

Greeting

Dear Mr. Jones:

First paragraph, thank you

Thank him for the interview and express appreciation for the courtesy or consideration extended to you.

Second paragraph, restate interest

Reaffirm your interest in the position and organization. Mention anything you have done since the interview which demonstrates your interest in the opening (e.g., additional research on the employer, conversations with local representatives, etc.)

Third paragraph, add information

Submit any information you wish to add to your application. Express willingness to provide additional data, if requested.

Fourth paragraph, further action

Close with a suggestion for further action, such as your availability for additional interviews at the employer's convenience.

Closing

Sincerely,

Mary Wilson

(Source: Jobs for Montana's Graduates)

LEARNING ACTIVITY B.13-7
“JOURNAL WRITING”

OBJECTIVE: Students will demonstrate their writing skills by creating a journal entry centered on a topic assigned by the Specialist

RESOURCES: None

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. This assignment can be individualized by the Specialist by placing the page length in the blank space on the work sheet.

LEARNING ACTIVITY B.13-7
“JOURNAL WRITING”
WORK SHEET

NAME:

DATE:

TOPIC:

DATE DUE:

PAGE LENGTH:

LEARNING ACTIVITY B.13-8
“SERVICE LEARNING”

OBJECTIVE: Students will participate in a service learning activity assigned by the Specialist

RESOURCES: Learning Activity B.13-8

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See “Type of Support Linkages” sheet).
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See “Community Resources” sheet).
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the “Service Activity Action Plan” sheet.

TYPES OF SUPPORT LINKAGES

Direct Services to Students	Consultative and Technical Assistance	Information and Referral
Community agencies	Professional organizations	Career counseling centers
Parents and personal advocates	Service organizations	Work experience and job placement services
Local education agency support/auxiliary staff	Parent organizations	School and private psychologists
Volunteer and service organizations	Advisory groups	Tutors
Placement services	State education agency personnel	Recreational programs
Postsecondary programs and personnel	Business/industry personnel and programs	Employers
Transitional services	Other vocational support service teams	Employment services
Other school-based personnel	Local colleges and universities	Community agencies for counseling or health services
	Vocational education research and development resource center(s)	New schools (transfer students)
		Division of vocational rehabilitation
		Job training partnership program

(Source: Handbook for Vocational Support Service Teams in Maryland)

COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

(Source: Sarkees-Wircenski, M. & Scott, J. Vocational Special Needs)

SERVICE ACTIVITY ACTION PLAN

ACTIVITY/IDEA FOR IMPLEMENTATION	
STEPS FOR IMPLEMENTATION	RESOURCES NEEDED

PERSONNEL/AGENCIES/ COMMUNITY	REPRESENTATIVE INVOLVED RESPONSIBILITIES
POSSIBLE BARRIERS	CREATIVE SOLUTIONS
TIMEFRAME	

READING ACTIVITY B.13
“IT TAKES ALL KINDS”

OBJECTIVE: To read for comprehension and recall

RESOURCES: Reading Activity B.13

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Distribute copies of Reading Activity B.13.
2. Direct the students to read the activity.
3. Have students answer the recall questions.
4. Have students share their answers with the class.

DISCUSSION:

1. Discuss the Reading Activity with the class.

"IT TAKES ALL KINDS"

My name is Ed Hall. I work for the Quality Employment Agency. Mostly what I do is interview people to see what kinds of jobs they could do. Sometimes it's pretty easy. I can tell a lot just in the first two or three minutes. In the time it takes some people to walk from the door to the chair, I have already ruled out some kinds of work. Most people don't realize how much they are telling me without even saying a word.

For example, here's one type I call Mr. Slob. He didn't bother to get a haircut this year. Of course, if he did, it would look out of place with his three-day-old beard. He wears jeans, which means he's not looking for office work. The way he slumps in the chair, he probably would like to be a mattress tester. He says things like "ya know?" and "wow" every other sentence. And on his application, half of the questions are unanswered, the other half have been scratched out. Wouldn't you just love to have him work for you?

And then there's Mr. Confidence. This guy comes through the door like a know-it-all. "Hey! You, Mr. Hall? Can I call you Ed? No? Well, pleasure to meet you anyway. OK, who's the lucky boss that gets me to work for him?" I don't get a chance to say anything. He's busy bragging about himself. And the handshake, someone must have told him this was important. He's got a grip like a vise, nearly breaks my hand, shakes so hard and fast my elbow hurts. Sure I'd find him a job. There's just no company with a door big enough for him to fit his head through.

And of course there is little Ms. Timid. I wish you could take half of the know-it-all's confidence and give it to her. When I shake hands with her she gets embarrassed. I guess I would too if I had a handshake like a wet dish rag. She never looks at me. She's staring down at her shoes. Wait a minute. I said "she," but this goes for a lot of guys, too. When they answer a question, it's like a mouse whispering. And on top of that they're whispering in some other direction. This doesn't give me a whole lot of confidence in them. I get the feeling they're scared of people. Where do you think I could find a job for a person like this?

If people weren't so much one way or another, I'd get a better feeling about them. It's good to be confident, but don't go too far. Don't go overboard trying to impress me. Be neat. Answer the questions honestly. And above all, make sure that what I am seeing is *you*. Don't try to be what you think I want to see. This is when people get nervous and confused. Don't slump like Mr. Slob. Sit up straight, show that you are interested, relax, and be yourself.

RECALL QUESTIONS

PART I

DIRECTIONS: How well did you read? Complete the following sentences.

1. The problem with Mr. Confidence is that he
 - a. _____ doesn't say enough.
 - b. _____ is not well dressed.
 - c. _____ is too sure of himself.

2. People who are timid usually
 - a. _____ talk too much.
 - b. _____ have a firm handshake.
 - c. _____ speak softly.

3. Ed Hall says the important thing to remember at a job interview is to
 - a. _____ relax and be yourself.
 - b. _____ try to impress the interviewer.
 - c. _____ have a firm handshake.

PART II

DIRECTIONS: Use the four clues below to help you fill in the blanks with words from the story.

1. Like the know-it-all
2. Too shy
3. The interviewer
4. Messy

1____
4____
2____
3____

PART III

DIRECTIONS: Get Bs in interviewing.

1. Be Y O _ R _ E _ F
2. Be N _ _ T
3. Be _ O N _ I _ _ N _
4. Be _ O N _ S _

MATH ACTIVITY B.13
“INTERVIEW MATH”

OBJECTIVE: To be able to place items in numerical order

RESOURCES: Work Sheet—Math Activity B.13

SUGGESTED TIME: 1 hour

DIRECTIONS:

1. Distribute copies of the work sheet to each student.
2. Have students complete the questions on the work sheet.
3. Review the answers with your students.

MATH ACTIVITY B.13
“INTERVIEW MATH”
WORK SHEET

DIRECTIONS: This activity will give you practice with addition, subtraction, division, and time.

1. Ed Hall has 20 interviews to conduct today. If he spends 15 minutes on each one, how long will it take to finish all of them?

2. Mr. Hall also has to attend a meeting with the company vice-president at 11:00 this morning. He expects this meeting to take about an hour. Including your answer from question 1, how many hours of Mr. Hall’s day have been used?

3. Mr. Hall must dictate 2 letters, but he can’t do this until he’s talked to the vice-president. And he also must do them before he meets with another interviewer at 3:00. Mr. Hall goes to lunch from 12:00 to 1:00. How much time will he have after lunch to dictate the letters?

4. Following question 5 you will find an appointment book page. Use the left side of the page to schedule Mr. Hall's day. Use the information from questions 1 and 3 and your answers to fill in the page. You can make up names for the 20 people Mr. Hall has to interview.

5. a. Using the right side column of the appointment page, write out your schedule for the day. You have interviews at 10:15 a.m., 11:30 a.m., 2:00 p.m., and 3:30 p.m. Assume it will take you 30 minutes to and from home and between interviews. Each interview will last 15 minutes.
- b. Suppose you miss the bus in the morning. The next is 30 minutes later. And you don't get out of the 2:00 interview until 2:45 p.m. Have you left yourself the chance to get to each appointment?

Appointments for Friday, December 18

8:00 a.m.		
9:00 a.m.		
10:00 a.m.		
11:00 a.m.		
12:00 p.m.	<u>Lunch, till 1:00 p.m.</u>	

1:00 p.m.	_____	_____
	_____	_____
	_____	_____
2:00 p.m.	_____	_____
	_____	_____
	_____	_____
3:00 p.m.	<u>Meeting with Tom the interviewer till 3:30 pm</u>	_____
	_____	_____
	_____	_____
4:00 p.m.	_____	_____
	_____	_____
	_____	_____
5:00 p.m.	<u>Quitting time</u>	_____

PRE-ASSESSMENT **POST-ASSESSMENT**

DIRECTIONS: Answer the following questions to the best of your ability. A listing of points as opposed to sentences is suggested.

1. What are the candidate's 4 goals from the interview?

2. What are the interviewer's 4 goals from the interview?

3. What are the 2 types of interviews?

4. What are the 3 types of interview formats?

5. What are the 4 stages of the interview process?

[Empty rectangular box for answer]

6. Should the candidate prepare interview questions?

[Empty rectangular box for answer]

7. How should a candidate handle an unethical question?

[Empty rectangular box for answer]

8. List 10 job interviewing mistakes that candidates often make.

[Empty rectangular box for answer]

9. List 3 things the candidate should do after the interview.

[Empty rectangular box for answer]

ANSWER KEY

PRE-ASSESSMENT POST-ASSESSMENT

1. What are the candidate's 4 goals from the interview?
 - To obtain information about the job/organization
 - To determine whether the job is suitable
 - To communicate important information about self
 - To favorably impress employer

2. What are the interviewer's 4 goals from the interview?
 - To promote the organization and attract good candidates
 - To gather information about the candidate
 - To assess the qualifications about the candidate
 - To determine whether candidate will fit the job

3. What are the 2 types of interviews?
 - Screening interview
 - Selection interview

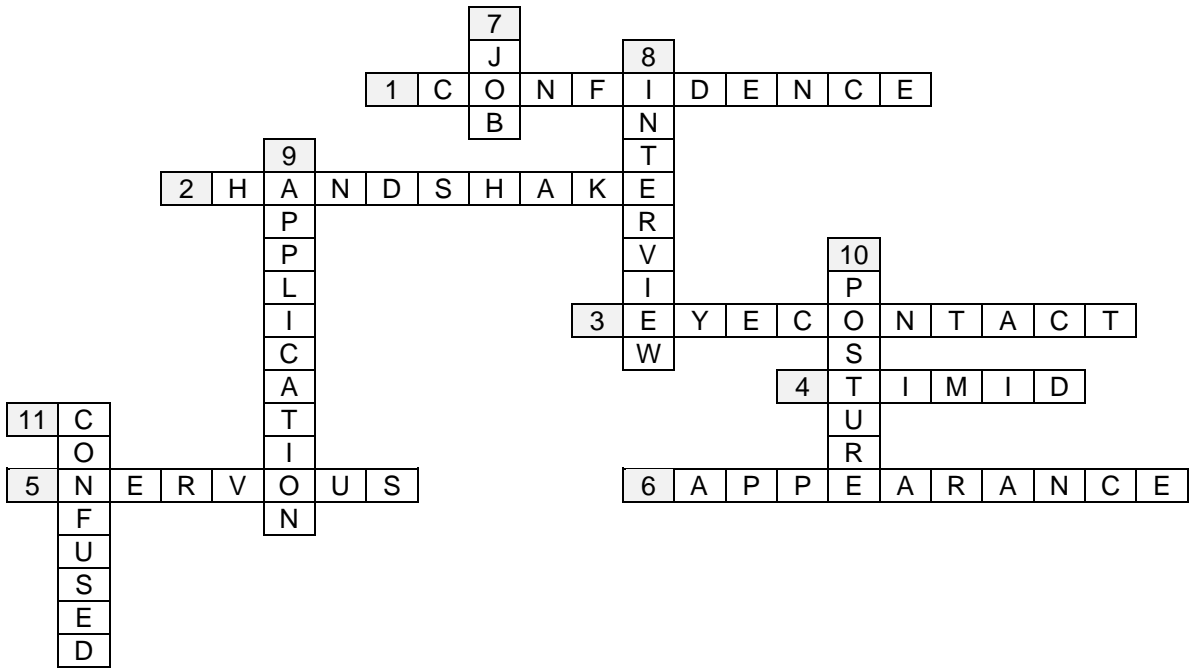
4. What are the 3 types of interview formats?
 - One-on-one
 - Board interview
 - Group interview

5. What are the 4 stages of the interview process?
 - Introduction
 - Sharing general information
 - Narrowing the focus
 - Closing

6. Should the candidate prepare interview questions?

- Yes!
7. How should a candidate handle an unethical question?
- You should decline to answer it
8. List 10 job interviewing mistakes that candidates often make.
- Arriving late
 - Arriving early
 - Dressing wrong
 - Dressing in a rush
 - Smoking
 - Drinking
 - Chewing gum
 - Bring along a friend or relative
 - Not doing your research
 - Skipping a dress rehearsal
 - Admitting a flaw
 - Not knowing your own strengths
 - Asking too many questions
 - Not asking any questions
 - Bad-mouthing your employer or former employer
 - Lack of enthusiasm
 - Poor handshake
 - Glancing at your watch
 - Losing your cool
 - Not following these instructions
9. List 3 things the candidate should do after the interview.
- Assess strengths and weaknesses
 - Did you get the job offer
 - Make a follow-up phone call
 - Send a follow-up letter

ANSWER KEY
LEARNING ACTIVITY B.13-1



ANSWER KEY
READING ACTIVITY

PART I

1. The problem with Mr. Confidence is that he
 - a. _____ doesn't say enough.
 - b. _____ is not well dressed.
 - c. **x** is too sure of himself.

2. People who are timid usually
 - a. _____ talk too much.
 - b. _____ have a firm handshake.
 - c. **x** speak softly.

3. Ed Hall says the important thing to remember at a job interview is to
 - a. **x** relax and be yourself.
 - b. _____ try to impress the interviewer.
 - c. _____ have a firm handshake.

PART II

- | | |
|-------------------------|--------------------|
| 1. Like the know-it-all | 3. The interviewer |
| 2. Too shy | 4. Messy |

1	<u>C</u>					
4	<u>M</u>	<u>R</u>	<u>S</u>	<u>L</u>	<u>O</u>	<u>B</u>
					<u>N</u>	
					<u>F</u>	
	2	<u>T</u>	<u>I</u>	<u>M</u>	<u>I</u>	<u>D</u>
					<u>D</u>	
	3	<u>E</u>	<u>D</u>	<u>H</u>	<u>A</u>	<u>L</u>
					<u>L</u>	
					<u>N</u>	
					<u>T</u>	

PART III

1. Be YORSELF
2. Be NEAT
3. Be CONFIDENT
4. Be HONEST

ANSWER KEY
MATH ACTIVITY

1. 5 hours
2. 6 hours
3. 2 hours
4. Answers will vary
5.
 - a. Answers will vary
 - c. No, 10:15 appointment must be changed