

# SECTIONS:

4.1 UNDERSTAND THE INTERVIEW PROCESS

4.2 TAKE EMPLOYMENT TESTS

SUGGESTED TIME: 1 1/2 HOUR

TRANSPARENCIES:

T-4.1-1 Objectives

T-4.1-2 Interview Stages

PARTICIPANT OBJECTIVES:

- Prepare for interviews
- Take employment tests as part of the interview process

## 4.1 UNDERSTAND THE INTERVIEW PROCESS (Page 108)

1. Display T-4.1-1, objectives.
2. Ask for a show of hands to determine how many participants have ever been on a job interview.
3. Ask class for interview stories and offer some of your own.
4. Display T-4.1-2. Discuss the Four Stages of Interviews.
5. Discuss the types of interviews that are most common today and how to prepare for each one. Display T-4.1-3.
6. Tell the class that if they want the job, they should let the employer know.

### KEY POINT:

- Understanding the type of interview that you will have and knowing the overall process will help the applicant to be more prepared and calm when the time comes.

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## 4.2 TAKE EMPLOYMENT TESTS

(Page 110)

Discuss employment tests and review the list on page 110.

### KEY POINT

- As of early 2002, over 40% of Fortune 500 companies give personality tests to job applicants. It is important to be prepared to take tests and recognize the importance in the hiring process.

## NOTES



# SECTIONS:

4.3 PRESENT YOUR 30-SECOND COMMERCIAL

4.4 PREPARE FOR INTERVIEWS

SUGGESTED TIME: 1 HOUR

TRANSPARENCIES:

T-4.3-1 Objectives

T-4.4-1 Interview Tips

PARTICIPANT OBJECTIVES:

- Prepare a personal 30-second commercial
- Prepare for interviews

## 4.3 30-SECOND COMMERCIAL (Page 111)

Briefly display T-4.3-1, Objectives.

The 30-second commercial is an activity that allows workshop participants to practice introducing themselves and summarizing their interests and experience.

The 30-second commercial can be used in many situations. Examples:

- When meeting a recruiter at a job fair.
  - When an employer says: "Tell me a little bit about yourself"
1. Ask the class to fill in their own individual 30-second commercial on page 111.
  2. Ask the class to pair off and practice with each other.
  3. Ask for volunteers who are willing to share their commercials for a class critique.
  4. Discuss different approaches and quality of content.

### **KEY POINTS:**

- Participants should always be prepared to introduce themselves by describing their skills, interests and experience.
- Participants should practice the 30-second commercial again before attending job fairs, interviews and networking events.

## **NOTES**

## 4.4 PREPARE FOR INTERVIEWS

(Page 112)

1. Ask the class to list the DOs and DON'Ts of a job interview. Call on individuals at random. Record and discuss. Display T-4.4-1. Thoroughly discuss these guidelines using page 113 in the participant manual. Discuss any tips that were not included on the class list.
2. Refer participants to page 114. Explain how to use this form to record and maintain interview information.
3. Summarize understanding and preparing for interviews using the following key points.

### KEY POINTS

- An interview is not a one-way conversation. It is the interviewer's chance to get to know them and determine the possibility of a match between the person and the job. It is also a chance for the applicant to assess the job and the company.
- The applicant's job in an interview is to explain how their qualifications and skills relate to the position being discussed and to the company's needs.
- All of the questions asked during the interview are designed to help the interviewer find out three things from an applicant:
  - a) if they can and will do the job;
  - b) if they will fit in with the other employees and the company work style
  - c) what would be the advantage of hiring them over someone else?
- In an interview, the applicant must concentrate on what is being said and how it is said, rather than on how

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they are doing.

- Stay aware of how the interviewer is reacting during the interview and, if need be, the applicant may need to adjust their style.
- Some interviewers, particularly those with little experience, may not have good interviewing skills and don't allow time for establishing rapport. The applicant can gain points in this situation by being calm and friendly, and putting the interviewer at ease.

Refer to the facilitator website for links to more information about interview preparation.

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# SECTION:

## 4.5 DRESS FOR SUCCESS

SUGGESTED TIME: 1/2 HOUR

TRANSPARENCIES:

T-4.5-1 Objectives

T-4.5-2 Remember

PARTICIPANT OBJECTIVES:

- Dress appropriately for a job interview

## ACTIVITIES

### 4.5 DRESS FOR SUCCESS (Page 115)

1. Display T-4.5-1, Objectives.
2. Discuss the importance of appropriate dress for a job interview. **Instructor should dress in interview attire as an example to participants.** Display T-4.5-2.

#### KEY POINT

- In competition for a job, they are judged not only on qualifications but also on presentation. How they look—style of dress, clothes and grooming—is a major part of their presentation. Companies want employees who look like they "belong" in the organization and can promote the company image.
3. Ask the class to list DOs and DON'Ts of interview appearance. Record their answers. Add to the information on pages 115 and 116. Cover or remove all body piercings prior to an interview.

#### KEY POINTS

- There are unspoken rules regarding what is and is not appropriate attire for an interview. Following all the rules does not guarantee that they will get the job, but breaking the rules will definitely be counted against them.
  - Some experts suggest that applicants should dress slightly more professionally than the person conducting the interview.
4. Ask for suggestions regarding the types of jobs that would or would not require wearing a suit to the interview. Discuss appropriate dress for a variety of positions. Also mention having tools available if the interview is at a job site. Make sure participants understand they should leave work clothes or tools in their

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car. Do not carry them into the interview.

### **KEY POINTS**

- Emphasize trying on the clothes they have chosen as their "interview outfit" before the day of the interview to make sure they fit, are comfortable, do not need cleaning or mending and convey an attitude of professionalism.
  - Classic styles are best, stay away from trendy fashions that "make a statement"—it is generally not a statement that should be made in a job interview.
5. Discuss researching the company as it relates to interview attire, in order to look like you fit in.
  6. Briefly review "dress for success" before each interview.
  7. Ask for willing participants to volunteer for interview attire feedback.

### **NOTES**



# SECTIONS:

4.6 SHARPEN LISTENING SKILLS

4.7 INTERPRET BODY LANGUAGE

SUGGESTED TIME: 1/2 HOUR

TRANSPARENCIES:

T-4.6-1 Objectives

T-4.6-2 Sharpen Listening Skills

T-4.7-1 The Way We Communicate

PARTICIPANT OBJECTIVES:

- Participate in a successful interview

## 4.6 SHARPEN LISTENING SKILLS

(Page 117)

1. Display T-4.6-1, Objectives.
2. Discuss how to sharpen your listening skills. Refer to page 117.
3. Display T-4.6-2.

### KEY POINTS

- If you are not able to effectively hear and process what the interview is saying or asking, you will not be able to communicate effectively and you may not get the job offer.
- Ask clarifying questions and listen actively. It shows your interest in and your desire to understand exactly what the speaker is saying.

"We only remember 25% of what we hear."

Stephen E Lucas (2001) The Art of Public Speaking, 7<sup>th</sup> edition. McGraw Hill; New York.

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## 4.7 INTERPRET BODY LANGUAGE (Page 118)

1. Discuss the importance of nonverbal signals in the way we communicate. Display T-4.7-1.
2. Communication is a two-way process of sharing information involving verbal and nonverbal messages. Communication occurs through generating, transmitting, understanding, and responding to information. Refer participants to pages 118 and 119 and discuss.

### KEY POINTS

- Body language is important to watch, but do not over-interpret specific moves. Look at the total picture and keep in touch with how interviewers react to your tone of voice, facial expressions and gestures and gear your communication accordingly.
  - Nonverbal signals must enforce rather than contradict their verbal messages. If their verbal and nonverbal messages conflict, the nonverbal will be the more powerful message.
3. Following are verbal and nonverbal listening and responding techniques that can be used to make the interview more productive and more pleasant.
    - a) eye contact — starts conversations by getting attention, and also indicates respect, sincerity and a willingness to listen. Use eye contact to help emphasize points. If they avoid eye contact, interviewers may conclude they are hiding something;
    - b) facial expression—conveys approval, suspicion, contempt, concern, etc.;

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- c) posture: conveys how they feel about themselves and their attitude about the general situation;
  - d) gestures: help convey meaning and helps them relax;
  - e) voice inflection: carries messages of enthusiasm, anxiety, fear, pride, etc.;
  - f) attitude: positive, negative, indifferent, conveys enthusiasm and confidence or lack thereof.
4. If an applicant fails to respond to both verbal and nonverbal cues in a job interview, they have very little chance of being successful. For instance, if the interviewer becomes restless, that may be a sign of boredom and the applicant needs to pick up on it.
  5. If possible, show a video of a job interview. Discuss nonverbal cues.
  6. Summarize by tying together listening, responding and nonverbal signals.

# SECTIONS:

4.8 ANSWER QUESTIONS

4.9 ASK QUESTIONS DURING THE INTERVIEW

SUGGESTED TIME: 1 1/2 HOURS

TRANSPARENCIES:

T-4.8-1 Objectives

T-4.8-2 Your Answers

PARTICIPANT OBJECTIVES:

- Participate in a successful interview

## 4.8 ANSWER QUESTIONS

(Page 120)

1. Briefly show T-4.8-1, Objectives.
2. Ask class to identify several questions they would expect to be asked in interviews. Record answers and discuss briefly. Discuss types of questions, open-end, closed-end, situational, behavioral, etc.
3. Display T-4.8-2 and discuss.
4. Have class examine questions on pages 121-123 and practice/prepare answers. Compare to the class.

### KEY POINTS

- Using examples in answers is critical. Examples paint word pictures that help the interviewer remember specific applicants. Examples also give the interviewer proof of stated experience.
- Emphasize the importance of practicing answers to questions. Remember, the most critical thing in a job interview is matching skills and experience to the employer's needs. Make the connection between what the employer needs and what the applicant has to offer.
- Do not forget to pay special attention to body language, since so much of what we say is conveyed nonverbally. Use nonverbal cues, especially eye contact, gestures and facial expressions, as a way to emphasize and expand points.

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- Pay particular attention when dealing with salary and benefits questions. Emphasize that they should know their salary requirement before the interview.

5. Discuss the salary question guidelines on page 127. Ask class to elaborate.

**KEY POINT**

- Do not bring up salary or benefits unless the interviewer does.

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## 4.9 ASK QUESTIONS DURING THE INTERVIEW (Page 128)

1. Discuss asking questions and why it is so important. Refer to list of questions on pages 128-129.
2. Have participants write down the questions they feel must be answered in order to make an informed decision about whether this is the right company for them. Ask for volunteers to share questions. **Emphasize that the best asked questions come from doing research on the company.**
3. Have class prepare questions and answers to use in mock interviews.

### KEY POINT

- It is best for the applicant to write and practice asking six to eight questions in case some of them are answered during the interview. Remember, interviewers often evaluate thinking ability based on the questions asked so choose subjects and words carefully.
- Participants can prepare for mock interviews by reviewing the information on page 113. Participants will critique each other in mock interviews.
- Emphasize that feedback regarding performance in a mock interview in class can be hard to take, but it is not as difficult as leaving a real job interview knowing they did not do well.

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4. If a mock interview is possible, explain how it will give participants valuable experience through role-playing and feedback on their performance. (This is a good time to utilize local employers to create a realistic environment.)
5. Explain the process for conducting a mock interview.

**For Smaller Groups:**

- Count off by four or five
- Each person has opportunity to role play both interviewer and interviewee
- Others act as observers
- Observers keep time
- Interview for 10 minutes, then have group critique the experience

**For Larger Groups:**

- Count off by four or five
- Have groups role play panel interviews
- Interview for 10 minutes, then have a group critique
  1. Divide participants into working groups
  2. Allow group to review sections 4.8 and 4.9 and to prepare. Circulate among groups to assist.
  3. Summarize by discussing how groups performed and what they learned.

Refer participants to the transition office for further assistance with interviewing, if available.

**NOTES**



# SECTIONS:

## 4.10 FOLLOW UP AFTER INTERVIEWS

## 4.11 ANALYZE WHY YOU DID NOT GET A JOB

SUGGESTED TIME: 1 1/2 HOURS

### TRANSPARENCIES:

T-4.10-1 Objectives

T-4.11-1 Why You Didn't Get a Job - Sometimes the Company

T-4.11-2 Why You Didn't Get a Job - Sometimes You

T-4.11-3 & 4 What Went Wrong? Personal Presentation

T-4.11-5 What Went Wrong? Personal Attributes and Values

T-4.11-6 What Went Wrong? Interview Skills Participant

### OBJECTIVES:

- Evaluate interviews
- Write thank you letters as a follow-up to an interview
- Analyze a rejection subsequent to an interview

## 4.10 FOLLOW UP AFTER INTERVIEWS (Page 131)

1. Briefly display T-4.10-1, Objectives.
2. Ask the class what they think they should do after an interview. Use their responses to discuss post-interview activities:
  - Analyze behavior
  - Write a thank you letter
  - Follow up
3. Refer to Post-Interview Checklist on page 132. Discuss items and the importance of evaluating each interview immediately.

### KEY POINTS

- Recognize that sometimes an applicant is not hired despite excellent qualifications and flawless interview performance. **NOTE:** Recognition of this point should improve self-esteem and confidence in interviewing.
  - The applicant should always send the interviewer a thank-you letter. Writing a thank you letter to follow up an interview often makes them stand out from other candidates because so few applicants bother to send them. Make it brief, use it to reinforce assets, add anything forgotten and to reiterate interest in the position.
4. Use sample thank-you letters pages 133-134. Discuss different approaches and content and the necessity for writing it immediately following the interview. Suggest a follow-up phone call in one week.
  5. The applicant should always follow up

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with the employer as you stated in your thank-you letter, especially if you have not heard from them after one week. Simply call and ask if a decision has been made on the position. If they say they have hired someone else, thank them for their time and ask what might have made you a stronger candidate or what they might suggest you work on for the next interview. They may not answer, but if they do this can be valuable information to help you improve your chances of being hired by another company.

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## 4.11 ANALYZE WHY YOU DID NOT GET A JOB (Page 135)

1. Ask the class to brainstorm reasons why people do not get hired. Record on chart paper.
2. Display T-4.11-1 & 2. Discuss any points they missed.
3. Display T-4.11-3 through 6. Discuss reasons and compare list on chart paper to the transparencies.
4. Refer to page 136 and discuss the importance of improving on each interview attempt.

### KEY POINTS

- Learn from experience...Use the Post-Interview Checklist to analyze interviews. Work on strengthening the positive aspects of performance and eliminating or changing the negative.
- There are many reasons an applicant can be denied employment, some of which cannot be known by the applicant. Encourage participants to consider the aspects of the interview that they thought were positive or negative, make adjustments that they can control, and move on to the next interview with confidence.
- Emphasize to participants not to be discouraged if they feel they did not do well in an interview. Rather, take what they learned and practice for the next one. Practice in front of a mirror or in a mock interview with a friend (videotape the mock interview if possible).

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