

# Formulas for Career Success: The Interview Process

**Media Type:** Video  
**Duration:** 24 minutes

**Goal:** To discuss the process of an interview and provide tips and advice concerning proper interview etiquette.

**Description:** The interview is arguably the most important part of the application process, and it can be nerve-wracking for those who are unfamiliar with it. This presentation guides students through the process of a typical job interview. Various methods of interviewing are identified, and tips regarding classical “do”s and “don’t”s are provided. In addition, the presentation includes an example of a poor interview performance and an impressive interview performance.

## Objectives:

1. To identify methods for interviewing prospective employees.
2. To analyze the process of an interview.
3. To discuss advice and tips concerning proper interview behavior.
4. To compare a poor interview performance to an impressive interview performance.



College & Career Readiness Anchor Standards for Speaking and Listening

Speaking & Listening Standards	
Comprehension & Collaboration	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
	<b>9-12.1</b> Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	<b>9-10.2</b> Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.
	<b>11-12.2</b> Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Presentation of Knowledge & Ideas	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
	<b>9-10.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
	<b>11-12.4</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
	<b>9-12.5</b> Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

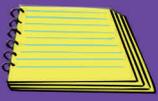
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College & Career Readiness Anchor Standards for Writing

Writing Standards	
Text Types & Purposes	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
	<b>9-12.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	<b>9-12.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Production & Distribution of Writing	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
	<b>9-12.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
	<b>9-10.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	<b>11-12.6</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Research to Build & Present Knowledge	Draw evidence from literary or informational texts to support analysis, reflection, and research.
	<b>9-10.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
	<b>11-12.8</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
	<b>9-12.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.

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## Lesson Plan

**Class 1:** Begin class by passing out the *Formulas for Career Success: The Interview Process Vocabulary Handout* and *Worksheet*. Students should use these as references during the presentation. Show *Formulas for Career Success: The Interview Process - Basic Tips*. Follow the segment with its *Assessment*. Have students get into pairs to complete the *Interview Methods Activity*.



Video  
12 min.

**Class 2:** Begin class by introducing the *Guide to Interviews Project*. Inform students to keep the *Project* in mind while viewing the next segment of the presentation. Pass out the *Good & Bad Activity* for students to complete during the production. Show *Formulas for Career Success: The Interview Process - The Good & The Bad*. Follow the segment with its *Assessment*. Allow students the remainder of the class to work on the *Guide to Interviews Project*.



Video  
12 min.

**Class 3:** Administer the *Formulas for Career Success: The Interview Process Final Assessment*. Allow students to continue working on the *Guide to Interviews Project*. Before the end of class, introduce the *Mock Interview Project* and inform students mock interviews will take place during class 5 and 6.

**Class 4:** Allow students the entire class period to work on the *Projects*.

**Class 5-6:** Conduct mock interviews for the *Mock Interview Project*. Before the end of class on the last day of interviews, pass out the *Thank You Note Handout* and assign the *Thank You Note Activity* for homework.

**Class 7:** Allow students to present the *Guide to Interviews Project* for the class. If possible, arrange for students to present the *Guide to Interviews Project* to a younger class.



## Lesson Links

### EmploymentGuide.com: Tips to Help Make Your Job Interview Successful

- [http://www.employmentguide.com/careeradvice/Interview\\_Tips.html](http://www.employmentguide.com/careeradvice/Interview_Tips.html)

### Monster.com: Job Interview Tips

- <http://career-advice.monster.com/job-interview/interview-preparation/job-interview-pointers-fogarty/article.aspx>



## Career & Technical Student Organizations

### Business Professionals of America

- Interview Skills
- Advanced Interview Skills

### Family, Career and Community Leaders of America

- Job Interview

### FFA

- Job Interview

### Future Business Leaders of America

- Job Interview

### SkillsUSA

- Job Interview

# Formulas for Career Success: The Interview Process



## Lab Activities

### Interview Methods

#### Directions:

Working in pairs, students will research each method of conducting an interview to fill out the chart on the *Interview Methods Activity* sheet. They will use the library, Internet and/or other sources to describe each type of interview, discuss the pros and cons of each, and explain why a business might use each.

### Good & Bad

#### Directions:

Students will list factors which made the “Bad” interview bad and the “Good” interview good. At least six factors should be listed for each interview. Students should not just use the opposites of their bad list for their good list, but should come up with separate points for each interview. Encourage students to be original and try to note factors others in the class might not. If time allows, have students discuss factors they identified as a class or in groups.

### Thank You Note

#### Directions:

Students will imagine they have just finished interviewing with an employer of their choice, and they will write note thanking the employer for the opportunity to interview. Students should consider the advice provided on the *Thank You Note Handout* as guidance.



## Projects

### Guide to Interviews

#### Directions:

Students will work in groups of four or five to create a video, website or Microsoft® PowerPoint® presentation which includes guidelines and tips for job interviews. Students may use any sources available to them, but should include a bibliography listing sources used. Students will present the *Project* to the class.

### Mock Interview

#### Directions:

Students will participate in a mock interview with you or another teacher or counselor. Students should prepare for the interview by reviewing the common interview questions listed on the *Mock Interview Project* sheet. They should dress professionally for the interview and provide their résumé. For more details, see the *Mock Interview Teacher Instruction Sheet*.