



OVERVIEW

BIG IDEA

Preparation will help you be composed, focused, energized and professional in an interview.

OBJECTIVE

15.4: Maintain professionalism, composure, focus, and energy in an interview.

AGENDA

1. Writing Interview Questions
2. The Toughest Interview Questions
3. Types of Questions
4. Interview Clip Critique
5. Mock Interviews

HOMEWORK

Find one or more credible online resources providing help for interview preparation. Summarize & cite!

LESSON 15.4

The Interview

SUMMARY:

Students will engage in identifying and practicing essential skills for interviewing and expand their understanding of the types of questions they may be asked. First students will write interview questions for a hypothetical health care job. Then they will work with a partner to identify the most difficult of these questions. Next students will use online resources to identify and take notes on types of interview questions. Then they will watch and critique clip(s) of mock interviews. Finally they will work with a partner to conduct mock interviews of their own using the questions they wrote in the beginning of class.

STANDARDS:

Common Core ELA/Literacy (Speaking & Listening) 11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.



MODULE 15: HEALTH CAREERS

LESSON 15.4

The Interview

Obj. 15.4: Maintain professionalism, composure, focus, and energy in an interview.



Interview Questions

You are interviewing a candidate for a job entitled “Water Quality & Beach Safety Specialist” a position in your local community’s Department of Public Health. Make a list of ten questions you would ask the candidate interviewing for the job.

Interview Questions

1
2
3
4
5
6
7
8
9
10

DISCUSS

The Toughest Interview Questions

With a partner, share your lists. Then determine the top 3 most difficult questions. If you can come up with even more difficult questions, add them to the list! *(Note: Avoid questions that are difficult because they require technical knowledge; instead, aim for questions that many people typically struggle with, e.g., “What are your weaknesses?”).*

Most Difficult Questions:

- 1.
- 2.
- 3.

DO NOW:

Ask students to avoid questions that would require technical knowledge (for the purposes of class time), explaining that often jobs that do require technical knowledge do not focus on this aspect in the interview, instead focusing on the person’s characteristics, attitude, motivations, etc.

DISCUSS:

Take a few of the most commonly cited difficult question types, e.g., “Tell me about yourself.” or “What are your greatest weaknesses?” and open them up for class discussion. Ask students for ideas on general strategies they could use to answer the toughest ones.

See: <https://www.youtube.com/watch?v=GWBjDyBOYIQ>



Types of Interview Questions

Visit Wikipedia's overview of Job Interviews <http://en.wikipedia.org/wiki/Job_interview> and use the information in the section "Types of Questions" to fill out the table below.

Type	Description	Example Question(s)
Behavioral		
Situational		
Background		
Job Experience		
Puzzle		
Case		
Panel		
Stress		
Technical		
Telephone / Video		

NEW INFO:

Challenge students to come up with a new example question for each category that is not already provided on the webpage.

Source link: http://en.wikipedia.org/wiki/Job_interview#Types_of_questions



Lesson 15.4 Instructor Guide

MODULE 15: HEALTH CAREERS



Interview Clip Critique

Watch the clips of the mock or real interviews. In the table below, jot down positive and negative behaviors, characteristics, ways of responding, or other factors pertaining to the person being interviewed.

Positive	Negative



Mock Interviews

With a **new** partner, conduct mock interviews for the "Water Quality & Beach Safety Specialist" position in your local community's Department of Public Health. Follow the directions below:

1. Review the questions you wrote in the Do Now. Add any additional questions.
2. Consider responses you would offer if you were being asked your own questions. You will not know the actual questions you will be asked, as in real life, but preparation is still important.
2. Determine who will be the interviewer and interviewee first (you will switch roles so you each have a chance to do both).
3. Shake hands and begin the interview. Continue "in character" until your instructor calls time.
4. Before switching roles, take a few minutes to share positive and constructive feedback.



Interview Resources Online

Find one or more resources providing helpful information about interviews online. Summarize the source and what you learned from it on a separate sheet of paper. Be sure to include the source citation (including website title, author, date, and URL)

THINK:

Possible interview clips to use:

<https://www.youtube.com/watch?v=qR-lhZJOq3U>

<https://www.youtube.com/watch?v=Gww2vrlhjeU>

You may find more (or better) examples on youtube with a quick search!

THINK: Some tips...

--Ensure students partner with a different student than they partnered with earlier in the class.

--Have students being interviewed first stand up around the room and approach the "interviewer," shake hands, etc. all at once.

--Warn students that the room volume will get very loud, very fast (spread them out first, as much as possible). Ask them to keep their voice as low as possible while still being heard.

--Use a timer (projected if possible, e.g., onlinestopwatch.com) to set a limit on each round. Suggestion: 4 minutes per interview.

HOMEWORK:

The purpose of this assignment is to give students some exposure to the vast amounts of resources available online for future use in job searches or interview preparation.