



Gold Seal Lesson

Author(s): <i>Marsha Kucker</i>			Lesson Title: <i>The Secret to Job Interviewing</i>			
Grade Span			ICLE Application Model			
<i>K-4</i>	<i>5-8</i>	<i>9-12</i> <i>XX</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i> <i>XX</i>

Instructional Focus:

Speaking – Students speak for a variety of purposes and audiences with sophistication and complexity appropriate to the grade level.

Listening – Students listen for a variety of purposes appropriate to the grade level.

Performance Task

This lesson will provide students with experience in interviewing. It will also provide them with information about common mistakes made in interviews.

1. Ask students to read the list of job interview mistakes provided on the handout and identify the ones they might personally. Take time to discuss numbers, 5,6,13,16,17,20,27,29 and 31 specifically.
2. Divide students into groups of 2. Have them select a job and brainstorm a list of possible interview questions including those provided as examples on the handout.
3. Have students role-play mock interviews in which they switch places and interview one another.
4. Ask for two volunteers to exhibit correct interviewing behaviors for the class.
5. Have the class discuss and critique the performance using the 33 mistakes listed.
6. As a follow-up consider having business people come to the class to do mock interviews and/or provide a panel discussion.

ICLE Essential Skills

Apply rules of appropriate diction, grammar, and usage in formal speaking situations. (ela 13)

Express opinions clearly and forcefully without interrupting or insulting others. (ela 16)

Use brainstorming, role playing, and standard problem solving strategies to define a problem and suggest solutions. (ela 19)

Make informed judgments about the content, organization, and delivery of spoken communication. (ela 32)

Interpret non-verbal cues such as body language and visual aids. (ela 63)

Participate in a one-on-one conference by relating essential information, asking questions on the topic, and using language to clarify information. (ela 69)

Analyze and evaluate a speaker's statements of opinion, personal preference and values. (ela 70)

Identify and interpret vocal characteristics that influence meaning such as tone, volume, pitch, and rate. (ela 82)

Scoring Guide:

Written response to Interview Questions:

4 Points = The writing is clear, concise, and logical. The student truly tries to place him/her self in the employer's role and perceives the responses from his/her position. There are no mechanical errors in the writing.

3 Points = The writing is clear, concise and logical. The student tries with moderate success to place him/her self in the employer's role and perceives the responses from his/her position. There are few mechanical errors.

2 Points = The writing lacks clarity, conciseness and logic. The student tries with little success to place him/her self in the employer's role and perceives the responses from his/her position. There are some mechanical errors.

1 Point = The writing is confusing and largely incomplete. There is no indication that the student attempted to place him/her self in the employer's role and perceives the responses from his/her position. There are many mechanical errors.

Team Role Playing

4 Points = The role playing is clear, concise, and logical. The student truly tries to place him/her self in the applicant's or employer's role and perceive the interview from his/her position.

3 Points = The role playing is clear, concise and logical. The student tries with moderate success to place him/her self in the applicant's or employer's role and to perceive the interview from his/her position.

2 Points = The role playing lacks clarity, conciseness and logic. The student tries with little success to place him/her self in the applicant's or employer's role and to perceive the interview from his/her position.

1 Point = The role playing is confusing and largely incomplete. There is no indication that the student attempted to place him/her self in the applicant's or employer's role and perceive the interview from his/her position.

Keywords

English Language Arts	Mathematics	Science
Reading	Algebra	Earth Science
Writing	Geometry	Life Science
Communications Audience Body language Discussion Interviewing Listening Non-verbal Role play	Statistics	Chemistry
Literature	Calculus	Physics
Other	Trigonometry	Other
	Other	

THE JOB INTERVIEW – COMMON MISTAKES

During an interview, the company representative wants to know more about you, to evaluate your strengths and weaknesses, to anticipate whether you can do the job and get along with supervisors and fellow workers.

They often ask standard questions to learn how you think and respond. You should be prepared to answer concisely, comfortably, and clearly.

“Tell me about yourself”

“What did you like best about school?”

“What were your favorite subjects?”

“What was your grade point average?”

Why do you want to work for this company?”

“How do you feel about working (hours)?”

“How did you like growing up (with siblings, in a distant city, near the ocean, etc.)?”

“What are your strengths?”

“What are your weaknesses?”

1. He/she cannot fill out the employment application form. “Does this mean reading is a problem or that you are too nervous?” Use this time to relax and catch your breath.
2. “I can’t read his/her handwriting.” If you can’t write legibly, PRINT.
3. “He/she did not look well groomed and serious about this job.” That may be a polite way of saying that the applicant was a walking disaster and clearly did not understand what the world of work is about. Consider these 9 specific errors:
 - Wrinkled, dirty or sloppy clothes.
 - Inappropriate clothes for a job interview.
 - Badly coordinated, overly colorful or casual clothes.
 - Messy, poorly groomed hair.
 - Unshined, scruffy shoes or sneakers.
 - For women: too much make-up
 - For women: gaudy or excessive jewelry.
 - For men: unshaven, unkempt beard or mustache.
 - For men: no tie or loosely knotted tie.

The Job Interview – Common Mistakes Continued:

4. “He/she can’t hold a conversation, answer general questions or explain his/her answers in complete sentences.” There are a dozen speech habits that can annoy interviewers and employers.
 - Avoiding eye contact; looking off to the side.
 - Looking grim and unsmiling.
 - Interrupting while others are talking.
 - Swearing, using profanity, slang or “street talk”.
 - Mumbling or talking too softly.
 - Talking too loudly.
 - Using phrases such as “you know”, “like”, and “um” or “ahh”.
 - A boring, flat monotonous voice.
 - A nasal or high-pitched voice.
 - Talking too fast.
 - Using poor grammar or mispronouncing words.
5. “He/she couldn’t sit still, constantly crossing and uncrossing his/her legs, and moving his/her arms like a windmill”.
6. “He/she didn’t know what to do with his/her hands, clasping and unclasping them, patting his/her hair, fumbling with his/her case.”
7. Arriving late.
8. Not having the appropriate forms or documents-such as a birth certificate-you were asked to bring.
9. Not being able to demonstrate the skills or competencies required for which the applicant supposedly qualifies. This is the big blister that you can do you in no matter how cool you look and sound. This is what your education is all about. Employers are looking for performance potential. Have you got it?
10. Failing to shake hands firmly at the beginning and the end of the interview.
11. Failing to say “thank-you” for the time the interviewer has spent with you – at the end of the interview and in a follow-up letter that should be mailed no later than the day after the interview.
12. Complaining about your previous employer.
13. Failing to learn something about the organization before the interview. This shows lack of interest in the job.