Complete

Job Search System

Interviewing for a Job

Cambridge
Educational

Instructor's Guide

Introduction

This Instructor's Guide provides information to help you get the most out of *Interviewing for a Job*. The contents of the guide will allow you to prepare your students before using the program and to present follow-up activities to reinforce the program's key learning points.

Interviewing for a Job, fourth in the five-part series *Complete Job Search System*, moves viewers to the next logical step in the job search process—the interview. When a job applicant is called for an interview, the potential employer believes that the applicant can do the job. During this interview, it is up to the applicant to prove that he or she is a strong candidate and will add value to the company or organization, demonstrating enthusiasm, initiative, and a good fit with the employer's culture. This film takes viewers through the interview process and assists them in preparing to participate and succeed. From appearance to demeanor to appropriate topics to expected follow-up, this program covers the entire interview experience and leaves viewers feeling confident that they can undertake an effective job interview.

Learning Objectives

After viewing the program, students will be able to:
• Understand the purpose of an interview
• Demonstrate the positive, confident attitude needed for interview success
• Explain pre-interview preparation and appropriate topics during the interview
• Demonstrate an effective and appropriate interview appearance
• Conduct expected interview follow-up

National Educational Standards

English Language Arts
This program correlates with the Standards for the English Language Arts from the National Council of Teachers of English. The content has been aligned with the following educational standards and benchmarks from this organization.

• Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
• Gathers and uses information for research purposes.
• Uses strategies to adapt writing for different purposes (e.g., to explain, inform, analyze, entertain, reflect, persuade)
• Uses discussions with peers as a way of understanding information.
• Uses listening and speaking strategies for different purposes.

Standards for the English Language Arts, by the International Reading Association and the National Council of Teachers of English, copyright 1996 by the International Reading Association and the National Council of Teachers of English. Reprinted with permission.

Life Work
This program correlates with *What Work Requires of Schools* from the Secretary's Commission on Achieving Necessary Skills (SCANS). The content has been aligned with the following educational standards and benchmarks from this organization.

• Interpersonal: Negotiates: Works toward an agreement that may involve exchanging specific resources or resolving divergent interests.

- Information: Interprets and Communicates Information: Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial, or multimedia methods.
- Systems: Understands Systems. Knows how social, organizational, and technological systems work and operates effectively within them.

Educational Standards from What Work Requires of Schools *reprinted with permission.*

Technology Standards

The activities in this Teacher's Guide were created in compliance with the following National Education Technology Standards from the National Education Technology Standards Project.

- Students use technology tools to enhance learning, increase productivity, and promote creativity.
- Students use technology to locate, evaluate, and collect information from a variety of sources.
- Students use technology resources for solving problems and making informed decisions.
- Students employ technology in the development of strategies for solving problems in the real world.

The National Education Technology Standards reprinted with permission from the International Society for Technology Education.

Program Overview

Complete Job Search System: This comprehensive, concise five-part job search series is ideal for introducing job-seekers to information and techniques that will be helpful in selecting a career and getting a job. Designed to be of use to a wide variety of viewers including secondary, vocational, and trade school students, these programs are entertaining and informative.

Interviewing for a Job: As the most intimidating and critical part of the job search process, the job interview either results in a job offer or it doesn't—no second chances. This program covers interview preparation, appropriate interview dress, using body language to good advantage during the interview, clearly articulating skills and abilities, answering difficult questions, and handling salary and benefits issues. Preparation and relaxation are key to success in this step of the job search process, and this program focuses on how to do both.

After viewing this program, students will understand that being called for a job interview means that the potential employer thinks their background, skills, and experience are a great match for successfully doing the job. The interview is an opportunity for applicants to prove that, not only can they do the job well, but that they are also the best candidate—enthusiastic, demonstrating initiative and drive, and a good match for the company culture. As this program points out, applicants do so through appropriate appearance, thorough preparation, confident handling of even challenging interview questions, and prompt, polite interview follow-up. Employers are looking for skill, dedication, and passion in a well-groomed, upbeat, well-spoken, prepared individual—and after watching this film, students are prepared to be that candidate.

Fast Facts

- The interview is the moment of truth. When you are called for an interview, the employer believes you can do the job—they wouldn't call if they didn't think you were capable.

- Appearance matters from your very first point of contact. Look professional and like a good fit with company culture. Turn off your cell phone, and avoid chewing gum, smoking, slouching, or acting too casual.

- It's natural to be nervous and employers expect it, but always be upbeat and cordial to everyone you meet at the potential job site.

- Never bring up the subject of salary during the interview. If you are asked directly, be sure to have done your homework and mention a typical range for the position rather than a specific figure.

- Before your interview, conduct some research on the company and be prepared with key bullet points about what the company is and what it does.

- Look and act like you will add value—employers are looking for skills, dedication, and a love for what you do.

- Expect typical interview questions such as about your strengths and weaknesses, but also expect that you will get some unexpected, unusual questions. Be prepared!

- Always have a professional email address and professional-sounding voicemail. Employers might call or email you to follow up, and you want to continue to project an appropriate all-around appearance.

- It is critical to send a follow-up thank-you note—always do this right away, using email if possible.

- Thank-you notes should always include your sincere thanks, a restatement of your interest in the position, highlighting of your skills and experiences, and an emphasis of any topics that were a hot button issue with your interviewer.

Vocabulary Terms

appearance at job interview: Should be professional and appropriate to company culture. Look neat and confident, and avoid cell phone use, gum chewing, smoking, slouching, and acting too casual.

fit with culture: Different companies have different cultures, attitudes, and ways of dressing and acting. Do your research ahead of your interview, and dress and act in a way that fits with the company style.

job interview: Opportunity to meet face-to-face with an employer and demonstrate why you are a good match for an open position. The interviewer will ask a number of questions, and the applicant will also have the opportunity to ask questions and learn more about the position and the company.

salary range: Typical pay amounts for a comparable position. Before an interview, review salary ranges for similar positions so you are able to state them (instead of a specific figure) if asked about salary.

thank-you note: Expected follow-up immediately after job interview—can be sent via email, or handwritten and mailed.

Pre-Program Discussion Questions

1. Have you ever been on an interview? What was the experience like? What was the outcome?

2. What might you wear to an interview? Why?

3. Is it sometimes hard to be friendly or upbeat when you are very nervous? Why or why not? If it is, how might you overcome those feelings?

4. What kind of preparation do you think people conduct before a job interview? Why?

5. Do you think it's appropriate to discuss job salary at an interview? Why or why not?

Post-Program Discussion Questions

1. When you are called for a job interview, why should you feel confident? Why might you feel nervous?

2. Imagine you are called for an interview by your dream employer. How would you dress? How would you act? What preparation would you do ahead of the interview?

3. How can you demonstrate to an employer that you will add value?

4. What should you immediately do following an interview? Why?

5. Employers are looking for skill, dedication, and passion for what you do. How would you convey these characteristics effectively and honestly in a job interview?

Group Activities

Let's Go to the Tape
Interviewing for a job can be a tricky and confusing experience. You can feel like you aced the interview, and then be disappointed to learn that someone else was offered the job. On the other hand, you may believe that the interview was a disaster, and then be surprised to receive a job offer or request for a second meeting. Quite often, our emotions skew the way we think we perform during an interview, and we don't have a realistic sense of our actual performance.

Draw up a list of interview questions (you might write these yourself, or have the class put them together). Circulate the list to all students and ensure that they are familiar with them. Also let students know that one or two questions not on the list will be asked during the exercise.

Obtain a video camera and assign students to take responsibility for filming. One at a time, film each student answering the interview questions, along with the surprise questions. You can do the interviewing, or have students take turns as the interviewer as well.

Review each student's performance with the class and offer praise along with constructive criticism. Remind students that the point of the exercise is to help them improve their interviewing skills.

After the activity is complete, allow each student to take home a copy of his or her interview tape for further review.

Practice Interviews
Practice makes perfect, and the more that students experience interview situations, the most comfortable they will feel with them and the more polished and prepared they will come across in actual interviews. Ask students how they can keep their interviewing skills sharp. Do they have someone at home they can practice with? Interview guides and tips they can read online?

Divide students into even-numbered groups of either 4 or 6. Instruct each group to develop at least 20 different questions that a candidate might be likely to hear. (Students might want to consult Web sites or books for examples of likely questions.) Within the small groups, students should divide into pairs. Using the list of questions and choosing 5 or 6 at random, partners will take turns interviewing each other while the rest of the small group watches. The rest of the small group should provide feedback and constructive ideas for improvement.

After everyone has been interviewed, ask the small groups to provide feedback to the rest of the class on the experience and how everyone performed as an interviewee.

Guide to Interview Questions

Everyone can get thrown off guard by an unexpected question during a job interview. Even with a lot of preparation and practice, interviewees can still be rattled or surprised by something a potential employer asks, and not be ready to answer. The problem with getting taken out of one's comfort zone with a question is that it can be hard to get back on track to answer the rest of the questions with confidence and poise!

Divide students into small groups. Let each group know that they are going to help develop a section of an interview guide that the entire class can use as a resource. Each small group should utilize as many external resources as possible: Internet sites, online tips, books and magazine articles about interviewing, feedback from family members and friends who have been on interviews, any information that can be obtained from employers, etc. Synthesizing all of this information, groups should start to compile lists of questions one might hear in an interview. Encourage groups to include both general questions that any interviewee might hear, as well as some more industry-specific questions.

After groups have compiled their lists of questions, bring the group back together. Compile all of the questions together as a class and discard any duplicates. Now, as a class, work on formulating possible good answers to each of these questions. You may want to list multiple answers for each question if students have a lot of ideas. Compile the final list of questions and answers into a printed guide that all students may take home. Students may want to illustrate the guide or add additional interview information as well.

Individual Student Projects

What Do I Want to Say?

In the middle of an interview, when an applicant is focusing on making a good impression, it can be hard to also remember to convey important information about oneself, and to feel composed enough to ask questions about the position and the company. With practice, students will start feeling more at ease with the interview experience and will be able to bring their own personalities and questions effectively into play.

Students should write answers to the follow two questions: (1) What are five things you want an interviewer to know about you, even if it means bringing up the information outside of a specific interview question; and (2) What are five things you want to know about the company and the job, even if it means asking questions of the interviewer? If appropriate, invite students to share some of their answers with the rest of the class.

Salary Ranges

Staying off the topic of salary during an interview lets employers know that you are interested in the opportunities presented by the job opening, and not just in what it pays. However, if an interviewer asks what salary you would like to receive, it is best to be prepared with the general range of a similar position, rather than a specific number.

Ask each student to think of at least three possible positions they could see themselves interviewing for in the future. For each of the positions identified, they should research and record the typical salary range and benefits. Than, conduct one-on-one practice interviews with each student in which you ask about desired salary and benefits. Students should utilize the information they researched to appropriately answer your questions.

Thank-You Notes—A Must
The program clearly emphasizes the importance of the thank-you note to be sent immediately following a job interview, whether that note be handwritten or emailed. Ask students to describe why thank-you notes are so important. What do they say about the job applicant's professionalism, thoroughness, and politeness? What kind of message do they send about how the applicant would perform on the job with clients and coworkers?

Invite students to each think about what a thank-you note from them personally would look like. How might each student personalize theirs so that it stands out from others received? What information should definitely be included? What optional information might a student include to emphasize or highlight one of his or her strengths?

Ask each student to compose at least three different versions of a thank-you note following an interview. These notes should sound confident and professional, but also capture individual information about each student to reflect why they stand out in a sea of job applicants. Remind students that this note is their last opportunity to make an impression after the interview.

As appropriate, ask students to share their thank-you notes, or to transfer them to posters or another medium for display.

Internet Activities

Tips Online
There is so much information online about the job search, interview tips, details about potential employers, etc., that it can be overwhelming. How can students target the information that is most helpful to them?

Start searching the Internet with your students. Today, you are specifically looking for job interview tips and information. As you come across a Web site containing this information, run a quick review with your students. Is the information up-to-date? Useful? Informative? Track each Web site you visit and your notes on the site. Is a Web site worth returning to? Worth recommending to others? Clear, concise, and helpful?

After you've compiled a number of job interview-related Web sites and recorded your notes and comments on them, ask students to pull them into a guide. The guide should recommend certain sites, and explain why others are not as useful. Try to make the many varied sources of job interview information on the Internet manageable and accessible through your hands-on guide.

Interview Preparation
Ask students why it's a good idea to be familiar with what a company does before you interview there. What questions might arise on an interview that relate to the history of the company? Why might you feel more comfortable knowing something about the place at which you are considering employment?

To prepare appropriately for job interviews, put the information available online to work for you. Before an interview, search online for more information about your potential employer. What information might you be looking for? For example, students might want to learn the history of the company and who founded it, the customers or clients it serves, its mission statement and goals, typical responsibilities of employees, and how the company is generally regarded by other people and companies in the same industry.

Ask students to choose at least three companies at which they are considering employment. Using online resources and being as creative as possible, they should conduct some basic research on these three companies. They should imagine that they are preparing to interview at these three companies, and want to know

more. You might want to have specific items that all students research, or allow students to record the information they find most relevant for each company.

Have students share their results with the class, as well as any searching tips and information.

Our Job Search Broadcast
Invite your students to create a Webcast in which they discuss their job search research and experience and broadcast it to those searching for similar information online (if you do not have the technical capability to do so, you might do a radio broadcast for your school, or a presentation to other classes with similar information).

Have students write, design, and produce the audio discussion about where they are in the job search process, what they have learned, and what they are hoping to do with their new knowledge and experiences, drawing on content from previous exercises and activities. Broadcast or share as appropriate.

Assessment Questions

Q1: When an employer calls you for an interview, what are they thinking about you?

Q2: How do you want to appear to an employer during an interview?
    a) Nervous
    b) Overly confident
    c) Enthusiastic
    d) Casual

Q3: Does your appearance matter at a job interview? Why or why not?

Q4: Name three things employers are looking for in job candidates.

Q5: If an interviewer asked you to name one personal strength and one weakness, what would you say? Why?

Q6: What are some behaviors to avoid during a job interview?

Q7: Before a job interview, you should do _____ on the company/organization.

Q8: Should you bring up the subject of money in an interview? Why or why not?

Q9: What is an example of a professional-sounding email address? What is an example of a professional-sounding voicemail message?

Q10: Immediately following a job interview, you should send a _____.

Assessment Questions Answer Key

Q1: When an employer calls you for an interview, what are they thinking about you?
A: They are thinking that you are capable of doing the job.
Feedback: During the interview, you want to demonstrate that you are more than just capable. You want to convey that you are the best candidate for the job—enthusiastic, showing initiative, and a great fit with the company.

Q2: How do you want to appear to an employer during an interview?
       a) Nervous
       b) Overly confident
       c) Enthusiastic
       d) Casual
A: c) Enthusiastic
Feedback: Employers want to see that you want to work with them. Stay upbeat and full of energy.

Q3: Does your appearance matter at a job interview? Why or why not?
A: Very much so, as it demonstrates your maturity and professionalism (or lack thereof).
Feedback: Dress appropriately for the company culture, also paying attention to hairstyle, jewelry, piercings, and makeup (if applicable), because sometimes what's on the outside counts as much as what's on the inside.

Q4: Name three things employers are looking for in job candidates.
A: Enthusiasm, initiative, fit with culture
Feedback: Let your passion and energy shine through your preparation and confidence during the interview!

Q5: If an interviewer asked you to name one personal strength and one weakness, what would you say? Why?
A: Varies by student
Feedback: Students should be prepared for this typical interview question, and also be prepared for some questions that might seem unusual and not expected.

Q6: What are some behaviors to avoid during a job interview?
A: Talking on cell phones, chewing gum, smoking, slouching, acting too casual
Feedback: Always demonstrate that you are a professional and can behave like one.

Q7: Before a job interview, you should do _____ on the company/organization.
A: Research
Feedback: Always be prepared to demonstrate that you have at least some general knowledge about the company and what it does.

Q8: Should you bring up the subject of money in an interview? Why or why not?
A: No, as you want the focus to stay on the job and your fit for the position.
Feedback: If you are asked directly about money, indicate a salary range rather than an exact figure.

Q9: What is an example of a professional-sounding email address? What is an example of a professional-sounding voicemail message?

A: Your email address could include your name rather than a nickname or slang expression; your voicemail message should state your name and politely ask callers to leave a message; it should avoid music or other add-ins.

Feedback: Email and voicemail are all part of the professional package your present. Remember that all of these details matter!

Q10: Immediately following a job interview, you should send a _____.

A: Thank-you note.

Feedback: Send the note via email if possible, or as a handwritten, mailed note as a second choice.

Additional Resources

Monster Career Advice
http://content.monster.com *(Click on "Get the Job"/"Interview")*

About: Job Searching
http://jobsearch.about.com

Job Interview Guide
www.job-interview.net

You're Hired! Interview Skills to Get the Job
by Lorne Epstein, E3 Publishing, 2007. ISBN: 0976063204

Successful Interview Skills: How to Present Yourself with Confidence
by Rebecca Corfield, Kogen Page, 2006. ISBN: 0749445084

Best Answers to the 201 Most Frequently Asked Interview Questions
by Matthew DeLuca, McGraw-Hill, 1996. ISBN: 007016357X

Additional Resources at www.films.com

Available from Films Media Group • www.films.com • 1-800-257-5126

Common Mistakes People Make in Interviews
- **VHS/DVD-R/Digital On-Demand**
- **Preview clip online at www.films.com (Search on 30668)**
- **Closed captioned**
- **Correlates to educational standards**
- **Includes viewable/printable instructor's guide and other teaching resources**
- **Order # 30668**

This highly acclaimed video will help you avoid the pitfalls of the interview process—because getting an interview is only the beginning. Before you walk through the door for an interview, you had better know a few things: what the business is all about, how to stay cool under pressure, and how you feel about working with people of different races and genders. After all, an interview is a serious conversation about business, how you react to stress, and what kind of person you are. *Common Mistakes People Make in Interviews* is an

informative and effective program that helps job seekers anticipate what employers are looking for. Using a wrong way/right way format, the video illustrates the things to do and not to do in an interview so you can convey the right attitude, project a professional image, and GET THAT JOB OFFER! Perfect for job-search agencies, libraries, career-oriented classes, or anyone who wants to ace an interview. A viewable/printable instructor's guide is available online. A Cambridge Educational Production. (27 minutes) © 2003.

It's Not What You Say: Mastering the Interview

• VHS

• Order # 32185

Just because a job interview is a lot like a blind date doesn't mean it has to be a nerve-wracking experience. In this program, Bill Cakmis walks students through the interview process, from what to wear, to how to send a message with a handshake, to how to answer the interviewer's toughest questions. Informational interviewing is also covered. (20 minutes) © 2003.

Extraordinary Answers to Common Interview Questions

• VHS/DVD-R/Digital On-Demand

• Preview clip online at www.films.com (Search on 8013)

• Correlates to educational standards

• "Highly recommended." —*The Book Report*

• Order # 8013

"What can you tell me about yourself?" "Why do you want to leave your current job?" "What are your strengths and weaknesses?" "What could you bring to this job?" Let's face it, these are common questions, but they are tough! This well-thought-out program uses a fun quiz show format to help job seekers recognize good and bad answers to common interview questions. Each segment is followed by advice from career experts on how to articulate great answers. *Extraordinary Answers* outlines key principles to effective interviewing and then applies those principles to numerous questions interviewers are most likely to ask. Perfect for anyone about to be interviewed—whether it's their first time or their twentieth. A Cambridge Educational Production. (22 minutes) © 1995.

The Keys to Interviewing Success: Unlocking Your Professional Future

• CD-ROM (Windows/Macintosh)

• Preview clip online at www.films.com (Search on 32670)

• Correlates to The National Career Development Standards

• Includes viewable/printable instructor's guide

• Order # 32670

Makes the learning process as fun as it is informative! • Audio-supported text • Context-sensitive "Personal Coach" video clips • "Did you know?" pop-ups • Lively graphics and diagrams

Students will learn how to… • Research an industry, company, or specific position • Identify required knowledge, skills, and abilities • Relate personal strengths and weaknesses to job opportunities • Make pre- and post-interview action plans • Generate a list of smart questions to ask at the interview • Dress and act appropriately • Answer all types of questions—open and closed, hypothetical, traditional, behavioral, and industry questions, plus icebreakers and brainteasers—and handle questions that are inappropriate or illegal.

Bonus features! • Fit Checks, printable worksheets job seekers fill out to gauge how they'll click with a potential employer • Feedback-giving quizzes that reinforce key concepts • A viewable/printable teacher's guide containing learning objectives, a program summary, educational standards, fast facts, vocabulary terms, discussion and assessment questions, student activities, and other resources. © 2004.

The Complete Career Clusters

- **16-part series**
- **VHS/DVD/Digital On-Demand**
- **Preview clip online at www.films.com (Search on 36947)**
- **Closed captioned**
- **Correlates to national science education standards**
- **Order # 36947**

Covering 16 broad occupational categories, the Career Clusters system offers information on practically every job there is! Each and every Cluster is represented in this outstanding 16-part series—a perfect companion to the Career Clusters Poster Set. A Cambridge Educational Production. The series includes *Education & Training; Health Services; Information Technology Services; Scientific, Engineering & Technical Services; Transportation, Distribution & Logistics; Law, Public Safety & Security; Agriculture, Food & Natural Resources; Manufacturing; The Arts, Audio Visual Technology & Communications; Hospitality & Tourism; Architecture & Construction; Human Services; Marketing, Sales & Service; Government & Public Administration; Business, Management & Administration; Finance.* (16-24 minutes each) © 2002-2007.

Career Advantage: Strategies for Success

- **26-part series**
- **VHS/DVD-R/Digital On-Demand #34491**
- **Preview clip online at www.films.com (Search on 34491)**
- **Closed captioned**
- **Designed according to National Occupational Information Coordinating Committee (NOICC) Guidelines.**
- **Recommended by the National Employment Counseling Association (NECA).**
- **Silver Apple award, National Educational Media Network**
- **International TV Association Gold Level award for Broadcast/Cable, Informative**
- **ITVA Gold level award for Best of Show**
- **128-page faculty guide available with the complete series**
- **Order # 34491**

This 26-part series guides students through the three phases of career development—Self-Knowledge and Exploration, Career and Educational Exploration, and Career Planning and Implementation. As students create a step-by-step work search strategy based on personal background, life goals, and current and potential skills, they will also observe a variety of people in the work force who describe their experiences, decisions, and ambitions. Commentary from *What Color is Your Parachute* author Richard Bolles and other experts, as well as an information-packed 128-page faculty guide available with the complete series, top off this powerful set of tools for navigating a challenging future. (28 minutes each) © 2004.

The series includes *Introduction to Career Advantage; Where Are You Now?; Self-Knowledge and Beliefs; Career and Life Values; Personality and Interests; Knowledge, Skills, and Abilities; Keeping Track of Self-Knowledge and Exploration; Introduction to Career and Educational Exploration; The Changing Workplace: Technology and Globalization; What Employers Want: Skills and Attitudes; What's Out There: How the World of Work is Organized; Generating Career Options; Researching Career Options: New Technologies and Current Techniques; Informational Interviewing and Networking; Evaluating Career Options; Overcoming Barriers to Employment; Lifelong Learning; Introduction to Career Planning and Implementation; Decision-Making Strategies; Goal-Setting and Action-Planning; Finding Opportunities: New Technologies and Current Techniques; Staying on Track in Your Work Search; Resume Preparation; Interviewing Strategies; Interview Follow-up; Career Advantage: Series Conclusion.*

Cambridge Career Center

- **CD-ROM**
- **Preview clip online at www.films.com (Search on 32736)**
- **Correlates to the Life Work standards published in "What Work Requires of Schools" from the Secretary's Commission on Achieving Necessary Skills (SCANS) and The National Career Development Standards.**
- **PC platform: Windows 95, 98, NT4, Me, 2000, XP**
- **Macintosh platform: OS 8.x, 9.x, Classic**
- **Order # 32736**

From aerospace engineer to umpire, the Cambridge Career Center introduces students to more than 1,100 different careers and helps them discover which ones might be right for them. This interactive CD-ROM uses version 5.0 of the U.S. Department of Labor's Occupational Information Network (successor to the time-honored *Dictionary of Occupational Titles*)—America's primary source of career information. Includes the fastest-growing careers highlighted in 80 video clips and an overview of 23 job categories. A Cambridge Educational Production. (200 minutes of video, with 20 minutes of audio narration) © 2004.