

Instructor's Guide
for
GETTING THE JOB YOU REALLY WANT VIDEO SERIES

**Getting a Positive Response in Each of the
Seven Interview Phases**

Overview

This video breaks the interview process into seven phases. By understanding what will happen in each phase, students can learn to better meet an employer's expectations. The seven phases of an interview include the following:

- Before the Interview
- Opening Moves
- The Interview Itself
- Closing the Interview
- Following Up
- Negotiating Salary
- Making a Decision

Throughout the video, students will learn how to prepare for an interview, dress and groom appropriately, make a good first impression, answer interview questions, ask their own questions, close the interview, follow up, and consider a job offer. The video offers specific tips for how to excel at each phase and emphasizes the need for job seekers to act professionally and emphasize their best skills throughout the interview.

Be aware that interviews are probably the most dreaded part of the job search. Students may have struggled with interviewing in the past or may simply not know *what* they are doing wrong. For that reason, role-play exercises can be especially helpful, allowing students the opportunity to practice effective interview techniques in a more comfortable setting. The first activity listed in this guide involves role playing, but you should feel free to add more of your own.

Also stress to students that they can't possibly anticipate every question or obstacle they might face in an interview, but that those job seekers who prepare ahead of time will have a decisive advantage over other candidates.

Presentation Suggestions

List the seven phases of the interview mentioned earlier on the board or overhead. Go through each one as a class and ask students the following questions for each:

- What do you do during this phase of the interview?
- What problems might you encounter during this phase?
- What is one strategy for making the most of this phase?

When you feel the students have begun to think about each of the seven phases and how to excel in them, give them the **Anticipation Quiz** to complete prior to viewing the video. If you wish, allow the students to state their answers and discuss them.

Show the video. Encourage students to make changes to the answers they put down for the Anticipation Quiz while watching the video. At the conclusion of the video, ask students to discuss any changes they made to their answers on the Anticipation Quiz.

Follow up the discussion with the **Activities**. Use the **Discussion Questions** to request oral or written responses from students, or assign the questions as homework essays. Give the **Quick Quiz** at the conclusion of class and correct the quizzes as a group. Finally, you can assign the **Homework Option**, if desired.

Anticipation Quiz

Directions: Answer these questions as completely as possible. You may revise your answers as you watch the video.

1. What can you do ahead of time to prepare for an interview?
2. How long do you have to make a good first impression?
3. Name some strategies for making a good impression during an interview.
4. When do you negotiate salary?

Answer Key

1. Answers will vary but may include research the company, develop questions to ask, prepare your outfit, make sure you have all of your materials, and know where you are going.
2. About two minutes. Maybe less.
3. Answers will vary but may include show up on time, offer a friendly greeting, watch your posture, maintain eye contact, avoid distracting habits, engage in small talk, use interviewer's formal name at first, and dress appropriately.
4. Only after a formal offer has been made.

Activities

Activity #1: Opening Moves

Format: Small group

Time: 20–25 minutes

Materials: Paper, pen, digital timer

Procedure:

1. Organize the class into groups of three. Provide each group with some sheets of paper and pens.
2. Ask students to each write a personal object that you might find in an office, such as a family photo, sports trophy, or child's drawing, on a piece of paper.
3. Have the students tape the paper on the wall and have two students play the role of interviewer and interviewee, with the third student observing and taking notes. Each interviewee should greet the interviewer, sit, and start a discussion involving one of the items on the wall. Allow two minutes for each interview.
4. At the end of the two minutes, have the observer reflect on positive and negative aspects of the interviewee's behavior. Did he or she make a good first impression? Did he or she establish rapport with the interviewer? Was everything handled professionally? What would you suggest the interviewee do differently next time?
5. Switch roles until everyone has had a chance to play all three.
6. Come back together as a class and review the tips for making a good first impression at the start of an interview.

Activity #2: Thank-You Note Workshop

Format: Individual or pairs

Time: 20–25 minutes

Materials: Paper, pen

Procedure:

1. Have each student imagine that they had an interview earlier that day or the day before and have to write a thank-you note. Review the parts and steps of a thank-you note (their address, interviewer's address, formal salutation, express thanks, reiterate interest in the job, briefly mention best skills, offer to contact further, formal closing) and provide an example.
2. Give students five minutes to compose an effective thank-you note. Then have them switch notes with a partner.
3. Partners should review and edit the thank-you note. Remind them to be on the lookout for grammatical or spelling errors, issues with tone, and wordiness.
4. Return the notes to their writers and allow a few more minutes for corrections. Then ask for one or two volunteers to share.

Discussion Questions

1. What can you do to make a *bad* first impression? How would you recover from it? What can you do to *avoid* it?
2. What should you know about a company before you go into an interview?
3. What can you do to stay relaxed during an interview?
4. What all should you think about when considering a job offer?
5. What kinds of questions would you ask in an interview to make a good impression?

Quick Quiz

Note: You may read these questions out loud, allowing time for students to respond, or copy and hand this out as a written exercise. If you read the quiz, write responses on the board or overhead.

Directions: Indicate whether each statement is true or false, according to the video.

1. You have about 10 to 15 minutes to make a good impression.
2. Employers don't care how you dress as long as you are qualified for the job.
3. Interviewers expect applicants to ask good, thoughtful questions.
4. You should be sure to ask about salary during your first interview.
5. In an interview, tattoos should be covered and jewelry, perfume, and cologne should be kept to a minimum.
6. Making small talk helps build rapport with interviewers.
7. Thank-you notes should be sent about a week after the interview.
8. You should always express your desired salary as a range.
9. You should maintain eye contact throughout the interview.
10. There really is nothing you can do to prepare for an interview.

Answer Key

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| 1. False | 6. True |
| 2. False | 7. False |
| 3. True | 8. True |
| 4. False | 9. True |
| 5. True | 10. False |

Homework Option

Have students pick a company and research it using the Internet, library, newspapers, or company literature as if they had an interview with that company next week. Remind them to look for the following:

- Major products or services
- Competition
- Reputation and values
- Information about the interviewer
- Information about the department
- Information about the specific position they are applying for
- Salary and benefits

Have them come up with three questions they would ask an interviewer about that company based on their research to show their knowledge of and interest in the company. Then, have them write a paragraph comparing their own values with the values of the company (to the extent they can establish those values from their research).