Hello, my name is “Your Next Hire!”
Lesson II
9th – 12th Grade

Facilitator: School Counselor and Teacher

Question: What does a successful interview look like?

Description: This lesson is going to assist students in preparing them for the interview process by gaining knowledge in expected behaviors, common questions asked and the importance of follow through.

Objectives: The student will be able to:

1. Be more knowledgeable of the interview process.
2. Gain awareness of the skills needed to impress future employers.
3. Gain confidence in their ability to interview.
4. Know what professionalism looks like in the appropriate environment.

Common Core Standards:

☐ CCSS.ELA-LITERACY.CCRA.SL.1
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.

☐ CCSS.ELA-LITERACY.CCRA.SL.6
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

☐ CCSS.ELA-LITERACY.SL.11-12.3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

NOSCA Standards:

☐ 4. College and Career Exploration and Selection Processes Goal: Provide early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.


☐ 7. College and Career Admission Processes Goal: Ensure that students and families have an early and ongoing understanding of the college and career application and admission processes so they can find the postsecondary options that are the best fit with their aspirations and interests.
ASCA Standards:

I-B: Abilities and Skills
- I-B-1c. Articulates the school counseling theme of advocacy, leadership, collaboration and systemic change, which are critical to a successful school counseling program.
- I-B-1g. Uses technology effectively and efficiently to plan, organize, implement, and evaluate the comprehensive school counseling program.
- Serves as a leader in the school and community to promote and support student success.

I-C: Attitudes
- I-C-3. Every student should graduate from high school and be prepared for employment or college and other post-secondary education.

III-B: Abilities and Skills
- III-B-1b. Develops and presents a developmental guidance curriculum addressing all student’s needs including closing-the-gap-activities.

IV-B: Abilities and Skills
- IV-B-3d. Understands and uses data to establish goals and activities to close the achievement, opportunity and information gap.
- IV-B-4. Organizes and manages time to implement an effective school counseling program.
- IV-B-6d. Identifies appropriate activities to accomplish objectives.
- IV-B-6e. Identifies appropriate resources needed.
- IV-B-6f. Identifies data-collection strategies to gather process, perception and outcome data.

V-C: Attitudes
- V-C-1. School counseling programs should achieve demonstrable results.
- V-C-2. School counselors should be accountable for the results of the school counseling program.

Instructional Time: 40 Minutes (32 minutes)

Materials:
1. Pre-Assessment
2. Sample Resumes (A/B)
3. Interviewer/Interviewee Performance Rating Scale Handouts
4. Clothing props to demonstrate proper interview attire.
5. “Your Guide to a Rockin’ Interview” Brochure Handout
6. Projector for PowerPoint presentation
7. Post Assessment

Introduction/Pre-Assessment: (3 Minutes)
- Counselor will welcome students back to the instructional lesson after having attended the previous lesson for resume building. The students will be asked to have their improved resumes. Any students without one will be provided one by the counselor.
Student will receive the pre-assessment to fill out while counselor will briefly explain (See Appendix A). Students will be allotted 3 minutes to complete the pre-assessment. Once completed, counselors will collect the data and randomly select three for a small group discussion.

Activity: Practice Interview #1 (6.5 minutes)

- Students will be instructed to pick the classmate sitting to their left as their interview activity partner. Each student will take turns acting as an interviewer and an interviewee to practice using their updated resumes (See Appendix B and C). Student acting as the interviewer will be given the freedom to choose two questions they deem appropriate for their interview.
- During the activity, interviewers will use a performance scale (Appendix D) to rank interviewees performance, while interviewees will also use the same performance scale to assess their own performance.
- Once students complete the interview activity, counselor will engage in a brief discussion of student’s commonly used questions and answers.

Part I: Before the Interview: “Preparation! Preparation! Preparation!” (4 minutes)

- Counselor will present key preparation tips (See Appendix E) students should adhere to prior to their actual interview. Key preparation tips include: researching company information, preparing questions for interviewers, practicing for the interview and knowing what materials to bring to the interview, how to manage anxiety, and how to present themselves before entering the interview session.
- Counselor will be dressed in a manner that would not be presentable as an ideal interview candidate, in order to quickly demonstrate how students can make simple adjustments to their outfit to be interview ready. Counselor will have a male student participate to demonstrate the proper attire expected of a male interview candidate. (See Appendix F)

Part II: During the Interview: “How to Slay the Interview” (5.5 minutes)

- After explaining how to prepare for the interview, Counselor will now elaborate on how students should present themselves throughout the interview. The PowerPoint presentation (See Appendix E) will be used to guide students through the importance of body language during the interview process. Counselor will examine the most commonly asked questions as well as common mistakes made during an interview.

Part III: After the Interview: “The Interview is done. Phew! Now what?” (1 minute)

- Counselor will elaborate on what steps students should take and what students may expect after an interview (See Appendix E). Counselor will explain to students that they should have appropriate follow through etiquette in place for after their interview session. In addition to the follow up, Counselor will teach students to keep calm, and be patient
during the post interview period. Counselor will explain that not all interviews may lead to a job offer and will encourage students to continue to seek for other job opportunities.

Activity: Practice Interview #2 (8.5 minutes)

- Following the presentation, students will be instructed to return to their activity partner and participate in a second practice interview activity to exercise new skills learned. In this second activity, counselor will instruct the class to use two questions they’ve learned are most commonly asked. Activity should take no longer than 6 minutes, allowing 3 minutes per interview for each student. During this activity, interviewers will use a performance scale (See Appendix D) to rank interviewees performance, while interviewees will also use the same performance scale to assess their own performance.
- Students will receive the “Your Guide to a Rockin’ Interview” brochure that will aide students in this activity. (See Appendix G)
- After students have completed their practice interview #2, they will be asked to compare both performance scales to see improvement in performance between both interview sessions.
- Counselor will briefly engage in a group discussion over student’s perception of their performances.

Conclusion/Post-Assessment: (3.5 minutes)

- Once counselors have gone over student’s performance scale scores, students will be asked to complete a post-assessment (See Appendix H) to test their knowledge in how to use their newly learned interview skills.

Follow-Up:

- Counselor will meet with those students who feel that they would benefit from individual coaching and those that may need further practice to hone in on newly acquired interviewing skills and learned tips. Based on the data collected, counselor may hold a second part to this lesson to focus on the interview process and work through challenging areas.
Pre Assessment

1. What grade level are you currently in?
   a. 9th grade
   b. 10th grade
   c. 11th grade
   d. 12th grade

2. Are you:
   a. Male
   b. Female

3. What Ethnicity/Race do you identify as?

________________________________________________________________________

4. Do you currently have a job? __________
   If yes, go to Q. 5. If no, go to Q.6.

5. How many interviews have you gone on so far? __________

6. How comfortable do you feel about applying for a job soon?

7. What do you think is the most challenging part about interviewing?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

8. What do you think are important interviewing skills?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Joshua Green
Sunnyside, NY | (917) 555-9999 | josh.green@gmail.com

Objective

· Enhance my computer and people skills by applying them to practical work.

Education

H.S. DIPLOMA | JUNE 2016 | SUNNYSIDE HIGH SCHOOL
· GPA: 3.9/4.0
· National Honor Society & Honor Roll
· Related coursework: Advanced Calculus, Psychology, Public Speaking

Activities

LEADERSHIP & COMMUNICATION
· Captain of the Football Team | Senior year
· President of the Student Counsel | Senior year
· Vice President of the Student Counsel | Junior Year
· Future Leaders of America | Freshman Year – Present

TEAMWORK
· Football Team | 2013-Present
· Soccer Team | 2013-2015
· Mathematicians of Tomorrow | 2015-Present
· French Club | 2013-2014

Volunteer

FOOD SERVER | COMMUNITY SHELTER | SEPTEMBER 2015–PRESENT

LITTLE LEAGUE COACH | MINI FOOTBALL STARS OF SUNNYSIDE | 2014–PRESENT

Skills
· Fluent in French
· Computer and Social Media Literacy

Interests
· Sports & Fitness
· Social Activities
· Learning new skills
Jamie Liu
Phone Number: 949-598-0987
Email: Jamie.liudoe@gmail.com

Education:
Hope High School                               Brooklyn, N.Y
Expected Graduation: June 2018
GPA: 2.9/4.0

Work Experience:
Haley’s Bubble Tea (Cashier/Barista)          July 2015 - Present
- Provide excellent customer service
- Responsible for inventory control
- Sustain a clean and organize work environment
- Prep and serve bubble tea beverages
- Operate cash register

Extra Curricular Activities:
- Volleyball Team, Hope High School Junior Varsity Volleyball Team   Sept. 2013 - Present
- Hope High School Travel Club                      Jan. 2014-Present
- Big Brother Big Sister Club                      Oct. 2015 - Present

Leadership Skills:
- Junior Varsity Volleyball Team Captain            Sept. 2014 - Present

Interests:
- Volleyball

Skills:
- Fluent in Spanish and Cantonese
- Microsoft Word (Excel, PowerPoint)
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Post Assessment

1. Between what months do youth start working or start looking for work?
________________________________________________________________________

2. How long does it take employers to know they want to hire you?
________________________________________________________________________

3. What is the question interviewees make the most common mistake answering?
________________________________________________________________________

4. What is one challenge you may face in an interview and how can you overcome it?
________________________________________________________________________
________________________________________________________________________

5. How will you make sure you are prepared for your next/first interview?
________________________________________________________________________
________________________________________________________________________

6. After this lesson, how comfortable do you feel about applying for a job soon?

7. What would you want us to cover for our next career development lesson?
________________________________________________________________________
________________________________________________________________________
Resources

CareerOneStop
http://www.careeronestop.org/

Jobs O Resume
http://www.jobsoresume.com/

Quint Careers
https://www.quintcareers.com/

Idealist Careers
http://idealistaicareers.org/

Monster
http://www.monster.com/career-advice/

HelpGuide.org
http://www.helpguide.org/home-pages/work-career.htm
**Preparation!**
- Do your research
- Practice for your interview
- Dress Appropriately
- Plan Ahead and be Punctual!
- Be Confident

**During the Interview**
- Me Mindful of your body language
- Prepare for the commonly asked questions
- Have questions prepared for the employer
- Shake hands and prepare employer for a follow-up

**After the Interview...**
- Follow-up with an e-mail, letter or call
- Don’t get discouraged
- Keep looking!

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**Common Interview Questions**
(“Career One Stop”, 2016)

- Tell me about yourself.
- Why are you interested in working for this company?
- If you were hired, what ideas/talents could you contribute to the position or our company?
- Give an example of how you solved a problem in the past.
- Give an example where you showed leadership and initiative.
- Give an example of when you were able to contribute to a team project.
- In a job, what interests you most/least?
- What is your major weakness?
- What are your strengths?
- How do others describe you?
- What do you consider your best accomplishment in your last job?
- Where do you see yourself in three years?
- Do you have any questions for me?

**Questions to Ask the Employer**
(“Career One Stop”, 2016)

- What are the responsibilities and accountabilities of this position?
- Please describe an average day on this job.
- What is the history of the position?
- What aspects of this job would you like to see performed better?
- What are the key challenges or problems of this position?
- How would you describe the ideal candidate?
- What are the employer’s short- and long-range objectives?
- What are the performance standards?
- Where can I go from here, assuming that I meet/exceed the job responsibilities?
- Who would be my supervisor?
- When will you make the hiring decision?
- May I call you for the decision?
- When is a good time?
How to Slay the Interview

- Body Language
- Common Mistake Question
- Elevator Pitch
- Curve Ball Questions
- Golden Question
- Don't Forget Question