



MODULE

Application and Interview Skills



MODULE

Application and Interview Skills

MODULE GUIDE

► ENDURING UNDERSTANDING

How one presents him/herself influences others both positively and negatively.

► LEARNING OUTCOMES

At the end of this module, students will be able to do the following:

- Complete an application form thoroughly.
- Prepare for the interview and execute it with confidence.
- Present themselves in the best possible light during formal interviews.

We have developed a **Module Guide** to assist you with delivering **Application and Interview Skills**. It is intended as a guide only and can be adapted to best meet the needs of the students. The overarching objective of the presentation is to **INSPIRE** the students to do their best!

The **Module Guide** begins with the **Enduring Understanding** and **Learning Outcomes**. The Guide contains a **Module Overview**, which may be used to plan the delivery of the segments. The **segments**, which are mini-lessons, allow the classroom teacher and facilitator(s) to collaborate for effective grouping of segments into a flexible time frame. The short segments also enable choice among facilitators, as they may select which topic/segment they would like to cover. Some of the longer or more complex segments include a specific **Enhancement(s)** or **Follow-up Idea(s)**. These *optional ideas* may be utilized by either the facilitator(s) or by a classroom teacher, who may be interested in extending the module.

Resources to Enrich and Extend the module are provided in the Succeed Through Service Resource Guide to help facilitators and the classroom teacher further expand the segments in the module. These resources are aligned with the **Universal Design for Learning (UDL)**. The Succeed Through Service Resource Guide also provides additional information including links to the **Common Core Standards**.

Remember to incorporate FUN into the module. Consider using music, additional visuals, personal stories and examples, and/or some of the additional resources to bring the presentation alive!

MODULE OVERVIEW

This Module is designed to actively involve the attendees in developing the knowledge, skills and abilities crucial to demonstrate the outcomes listed to the left. Part of a series of Succeed Through Service presentations, **Application and Interview Skills** consists of 12 segments captured under four categories.

Welcome and Purpose

1. Welcome to Job Application and Interview Skills
2. Overview of today's session

Interview Preparation

3. What preparations should you make?
4. The application template
5. A winning first impression
6. Grooming
7. Going after the job
8. Completing the application

The Interview

9. Dos and Don'ts for the interview
10. The interviewer's questions
11. The candidate's questions

Recap and Post-Assessment

12. Post-assessment and review

TIME: 70 minutes

(Note: The module can be adapted to shorten the presentation and also has enough content to be expanded in length if time is available).

LOCATION: On-property or in the classroom.



EQUIPMENT: Laptop, LCD projector, document, camera/overhead, and screen.

MATERIALS: Chart paper and markers, sticky notes, pencils, application form template.

FACILITATORS: Succeed Through Service Team, made up of employees from a selection of departments. The suggested **Script(s)** and **Segues** with their italicized words are provided as a guide.

OVERVIEW: This module is designed to actively involve the attendees in developing the knowledge, skills and abilities crucial to achieving the **Enduring Understanding** and demonstrating the outcomes listed to the left.

WELCOME AND PURPOSE

Topic/Timing	Scripting/Direction	Resources
<p>SEGMENT 1: Welcome to Application and Interview Skills TIME: 10 minutes</p>	<p>ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Teacher introduces the facilitators to the class. 2. Brief introductions by the facilitators (names, positions and brief career paths), but only if this is the first time they have met the class. Depending on the size of the class and space available, the icebreaker can be done in one group or smaller groups. <p>ICEBREAKER SCRIPT: <i>I would like to share with you one of my favorite icebreakers! It's called "Getting to Know You." We're going to split into groups of two, ideally with someone you don't know too well. Each person will interview the person they're partnered with and ask the following three questions:</i></p> <ol style="list-style-type: none"> 1. Which famous person (living or deceased) would you like to meet and why? 2. What is your favorite movie and why? 3. Tell me one thing of interest about you. <p><i>Write down the answers. Then, each will take turns introducing the person you are partnered with to the group. (Complete icebreaker).</i></p> <p><i>The objective of this exercise is help you feel comfortable talking in front of the group and get used to being asked questions about yourself.</i></p> <p><i>Today we are going to provide you with tools and tips to present yourself in the best light possible in a short period of time.</i></p> <p><i>Are you ready?</i></p>	 

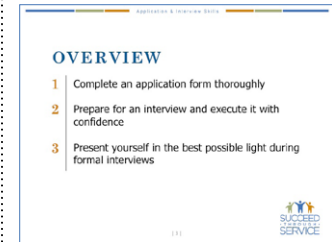
SEGUE: *Let's find out what we're going to cover today.*

SEGMENT 2: Overview of Today's Session

TIME: 1 minutes

ACTIVITY / SCRIPT: *In the future, whether you are applying for summer jobs, college, or your first full-time job we want to ensure you'll be successful. During the next hour, Succeed through Service - Application and Interview Skills will provide you with the necessary knowledge and skills to help you:*

1. *Complete an application form thoroughly.*
2. *Prepare for an interview and execute it with confidence.*
3. *Present yourselves in the best possible light during formal interviews.*



SEGUE: *Planning in advance will help you be prepared and ready to apply for a job.*

INTERVIEW PREPARATION

Topic/Timing

Scripting/Direction

Resources

SEGMENT 3: What Preparations Should You Make?

TIME: 8 minutes

ACTIVITY / SCRIPT: *Let's imagine you've identified the job you want to apply for. We're going to prepare the information needed to complete an application. Often, you will be asked to complete either a written or on-line application before you meet anyone in person. We're going to make it easier for you by helping you collect the information in advance so you can refer to it when completing an application.*

1. **Question:** *What kinds of information does one need to gather in order to complete an application?* (List responses on chart paper).

SEGMENT 3:

What Preparations Should You Make?
cont ...

2. Lecturette/Script/Notes

Information you will need to provide will include:

- **Contact Information:** *How does the employer get in contact with the candidate?*
- **Education:** *Applicants should consider not only the current school of attendance but also after-school programs, summer camps or other alternative forms of education.*
- **Experience:** *The applicant should list responsibilities in a positive light. Include any volunteer service or work with your church as this can help if work experience is limited.*
- **References:** *Applicants should always ask permission of their references to use them before offering their contact information and let them know someone may be contacting them. If they use former employers as references, they should keep in mind that most employers today will only provide dates of employment.*



ENHANCEMENT / FOLLOW-UP IDEAS

Consider either including a list of responsibilities that may or may not be worded positively, or asking participants to generate a list of possible responsibilities. Participants would then determine how to revise statements using positive language.

Describe a scenario that illustrates the importance of notifying references.



SEGUE: *Be sure to gather all this information in advance and store it in a safe location so you can refer to it later.*

SEGMENT 4: The Application Template

TIME: 2 minutes

ACTIVITY / SCRIPT:

1. Hand out the application template to the participants.
2. *Gathering the information in this template will help you prepare for your interview. You'll need to research some items as it's very important that you're accurate.*

Question: *Are there any items on this template that you find surprising or confusing?*

SEGUE: *Now that we know what information is needed, let's apply for that job! Do not be taken off guard if you are asked to interview on the same day you fill out the application.*

SEGMENT 5: Preparing Yourself and Establishing First Impressions

TIME: 5 minutes

ACTIVITY / SCRIPT:

It's important to remember:

1. *You are your best salesperson.*
2. *You need to pay attention to every detail, including what you write, what you say, and how you look.*

Have you heard of the term "First Impressions" before?

Factoid

On average it takes three to five seconds to make an impression. That's a very short amount of time!

NOTE: Consider including other factoids about job applications and interviews.



SEGMENT 5:
Preparing Yourself and Establishing First Impressions
cont ...

What happens if we make a BAD first impression?

(Solicit responses and recognize participants).

That's right, we won't get the job!

Applying for a job should not be taken lightly.

If you treat the application process with a careless attitude, the interviewer will also think you will have a careless attitude about the job.



ENHANCEMENT / FOLLOW-UP IDEAS

Explain the expression, "You are your best salesperson."
 Describe how this conflicts with what society/friends tell us about "bragging."

Describe a time when either you were judged or you judged someone unfairly because of appearance.

SEGUE: *Be sure to gather all the information in advance and store it in a safe location so you can refer to it later.*

SEGMENT 6:
Grooming

TIME: 8 minutes

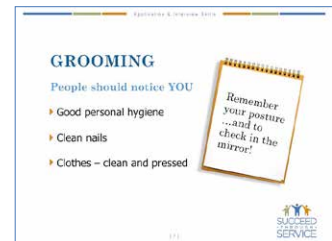
ACTIVITY/SCRIPT:

Brainstorm: *What are some of the items included under grooming?*

(List responses on chart paper and recognize participants).

Visual-slide:

- Proper personal hygiene (bathing, fresh breath, combed hair – long hair should be pulled back for the interview).
- Attire should be pressed/clean; think about how you would dress to go to church, a special occasion, etc.
- Ladies' skirts should not be too short.
- No loud colors or bizarre patterns.



SEGMENT 6: Grooming

cont ...

- Avoid excessive jewelry (*suggest keeping to a watch, one pair of earrings on the lobe, etc.*).
- No overpowering perfumes or colognes.
- Logo items should be avoided as they can distract.
- Clean and well cared for hands and nails (no decorations).
- Avoid excessively long false nails with bright colors.
- Shoes should be clean and polished.
- Ladies' stockings (neutral skin tones).
- Make-up should be subtle and compliment your natural beauty.
- Remember your posture and to check the mirror.



ENHANCEMENT / FOLLOW-UP IDEAS

Encourage students to seek out magazine pictures/ photographs that illustrate GOOD examples of grooming, as well as examples that illustrate POOR/inappropriate/unprofessional grooming.

SEGUE: *Now you're all ready to go after that job!*

SEGMENT 7: A Winning First Impression

TIME: 10 minutes

ACTIVITIES:

1. **Role Play:** Ask a student volunteer to role play the act of asking for a job application with a facilitator.
2. **Script-pointers:** *You are the best salesperson for you! Make sure that comes across when you enter the door.*
 - Before you get to your destination remove any gum and make sure you have a pen that works.
 - Open the door with confidence.



SEGMENT 7: A Winning First Impression

cont ...

- Stand up straight and SMILE.
- Approach the person behind the desk with good eye contact and an appropriate greeting (“Good Morning / Afternoon / Evening.”)
- Introduce yourself and state that you would like to apply for a job. Energize your voice and make sure you speak loudly enough for them to hear you. No Ums and Uhs!
- Always be cooperative with the staff; follow their instructions. Many employers will ask the first person you met how you treated them.



ENHANCEMENT

Facilitator(s) may want to share a personal anecdote about a time he/she encountered a poor example of a job applicant (Example: The person was rude, dropped off a wrinkled application, was too casual in manner, and chatted with someone he/she knew, etc.

3. Practice / Script:

- *Remember: Confidence is a great job skill – show them you are confident! Let’s practice so that your confidence shines through!*
- *Find a partner and decide who will be the Receptionist and who will be the Job Applicant (don’t worry - you’ll switch roles in just a moment).*
- *Thinking about all we just discussed, let’s practice making a great first impression when applying for a job interview.*

LET’S PRACTICE!

- › Choose a partner
- › Decide who will be receptionist and who will be the applicant
- › Practice making a great first impression when applying for a position
- › Switch roles



SEGUE: *That went very well! Let’s now recap on what to remember about completing an application form!*

SEGMENT 8:**Application Completion****TIME:** 5 minutes**ACTIVITY / SCRIPT:**

- At this stage you may be asked to complete either an on-line or paper application form.
- Remember, the application should be filled out **completely**. Leave nothing blank.
- If you are completing a paper application, you should use the pen you brought with you (black or blue ballpoint). If you aren't sure one pen will last, bring two.
- Please write legibly, using information you've already compiled.
- Spelling is critical and we recommend you bring a pocket dictionary, just in case.
- Once the application is completed, you should return it to the receptionist and wait patiently until called.

**ENHANCEMENTS**

Consider adding in the following questions:

- If you choose to complete the application on location, where should you accomplish this task? (out of the line of traffic).
- What should you do with your cell phone?

Consider using a document camera to project strong and weak examples of completed job applications.



SEGMENT 8:

Application Completion

cont ...

Factoid: Did You Know?

The act of writing helps to embed information into the brain?

Consider anticipating impromptu interview questions, too, by jotting down possible questions and your responses to them.

SEGUE: *Now that you have filled out the application beautifully, they are so impressed that they MUST interview you immediately! A list of dos and don'ts for interviewing will be next.*

THE INTERVIEW

Topic/Timing

Scripting/Direction

Resources

SEGMENT 9:

Dos and Don'ts for the Interview

TIME: 5 minutes

ACTIVITY / SCRIPT: *Here are the important points to remember when being interviewed:*

1. Job Interview Dos:

- *Make eye contact and smile at the Interviewer.*
- *Give an appropriate greeting, "Hello Mr. Jones, it is a pleasure to meet you. Thank you for your time."*
- *Give a firm handshake. One shake is plenty.*

JOB INTERVIEW

DOs...

- ▶ Do make eye contact
- ▶ Do smile
- ▶ Do give an appropriate greeting
- ▶ Do give a firm handshake



SEGMENT 9:
Dos and Don'ts
for the Interview
 cont ...

2. Job Interview Don'ts: (solicit responses and recognize participants).

- *Don't sit down until invited.*
- *Don't use first names unless given permission.*
- *Don't show nervousness or boredom. Be confident in yourself.*
- *Don't discuss sensitive topics: Gender, race, national origin, religion, age, etc.*
- *Don't ask about benefits, salary or vacation.*



ENHANCEMENTS

Visual: Consider providing links to videos of strong interviews.

Role Play: Consider permitting students work as partners to practice greeting the potential.

JOB INTERVIEW

DON'Ts...

- › Don't sit down until invited
- › Don't use first names unless invited
- › Don't show nervousness or boredom
- › Don't discuss sensitive topics
- › Don't ask about salary or benefits



SEGUE: *Now let's practice interviewing!*

SEGMENT 10:
The
Interviewer's
Questions

TIME: 5 minutes

ACTIVITY / SCRIPT:

- *The interviewer doesn't know you, so this is his/her opportunity to learn as much about you and your work habits as they can.*
 - *Be prepared to explain your work history and the reason you would be the best person for the job.*
- 1. Possible Questions You May Be Asked:**
- *Why should I offer you a position or placement?*
 - *What is your greatest strength / weakness?*
 - *Why do you want to work here? And why do you think you would be a good employee for us?*
 - *Have you ever been fired or removed from a project?*

INTERVIEW QUESTIONS

This is the interviewer's chance to get to know you!

- › Why should I offer you the position or placement?
- › What is your greatest strength/weakness?
- › Why do you want to work here?
- › Have you ever been fired or removed from a project?



SEGMENT 10:

The Interviewer's Questions cont ...

- *Countless other questions may be asked of you. We are only reviewing samples.*
 - *When asked a question that you might not be expecting, do not be afraid to pause and think of your answer instead of just blurting something out.*
2. **Practice:** Put students in triads and have them practice responding to the bulleted interview questions.

SEGUE: *It's ideal to have some questions planned in advance for you to ask. Let's work on that next.*

SEGMENT 11:

The Candidate's Questions

TIME: 3 minutes

ACTIVITY / SCRIPT AND VISUAL-SLIDE:

1. *The interview does not have to feel one-sided. Hopefully, you will be given the opportunity to ask questions of the interviewer as well.*
2. *You should have some of these questions prepared ahead of time and know how to smoothly exit the interview.*



ENHANCEMENT

Brainstorm: Use chart paper to list students' possible questions for the potential employer/interviewer.

3. *Show the interviewer that you are very interested by asking questions that send the message. Here are some samples:*
 - *Who would I report to?*
 - *What are the job duties?*
 - *How many people would I be working with?*
 - *Does my department work closely with another department?*

YOUR QUESTIONS...and exit

You can ask questions too!

- ▶ Who would I report to?
- ▶ What are the job duties?
- ▶ How many people would I be working with?
- ▶ Does my department work closely with other departments?

And don't forget to say...**"THANK YOU!"**



SEGMENT 11:

The
Candidate's
Questions
cont ...

4. *When the interview is over, you want to exit with the same confidence you had when you entered.*
 - *Thank the interviewer for their time and also shake hands once again.*
 - *Never ask, "When will I be hearing from you?" But it is OK to say, "I look forward to hearing from you."*

SEGUE: *We've covered a lot of information. Let's recap so you're set up for success!*

SEGMENT 12:

Post-
Assessment and
Review

TIME: 7 minutes

ACTIVITY / POST-ASSESSMENT:**1. Collage:**

- Give every student five index cards.
- Ask each student to write five descriptive words, one per index card, which illustrates key concepts learned during the Module.
- Facilitator writes the Module's Enduring Understanding on the top of a large piece of chart paper:

How one presents him/herself influences others both positively and negatively.

- Ask each student to affix his/her cards to the chart paper. Repeated words will not be included, so students should be encouraged to be creative and think of the most original words to describe the concepts; OR

DLIQ Survey (follows Segment 13).

SEGMENT 12:

Post- Assessment and Review cont ...

2. Review Script: *Let's review some of the topics we've discussed:*

- **Preparation** is important. You never have a second chance to make a great first impression. Take the time to prepare yourself (resume, addresses of past employers, having a pen that works, etc.). Special attention should be paid to the preparation of your appearance (grooming, selection of interview attire, using manners, etc.).
- **Confidence** is a great trait to assist you in getting a job. When you feel good about yourself, it shows through how you smile, greet people and answer the questions asked by the Interviewer.
- **The interview is the time to sell yourself.** You have to help the Interviewer see that there is no one better for this job than you. You can tell them this but they want to see it in your delivery.
- **Closing the interview properly is just as important as how it gets started.** They need to remember you out of the stack of applications they have. **What did you do to help them choose you?**

3. Closure:

- Ask the class if they have any questions.
- Provide recognition and feedback.
- Fond farewell.



MODULE

Application and Interview Skills SURVEY

Did? What did you *do* during this presentation?

Learn? What did you *learn* during this presentation?

Interesting? What did you find *interesting* during this presentation?

Questions? What *questions* do you have about something in this presentation?

