

Lesson 11: Speed Interviewing

Category: Job Search Skills

Employability Skills

- a) Interpersonal Communication
- b) Enthusiasm & Attitude
- c) Flexibility & Adaptability
- d) Professionalism
- e) Ability to Accept and Integrate Criticism and Feedback

Instructional Direction

Students should review methods for answering some common interview questions in the When I Grow Up Workbook (pp. 10–11). Also, you may have students review the most common interview questions, found at www.wrksolutions.com/interview.

Break students into groups of three. Explain that they are going to participate in a brief mock interview to help them practice answering some of the most commonly asked interview questions. Have them treat it as much like a real interview as possible. Assign roles to team members: Observer watches the interaction, rates the person being interviewed, and notes their observations on the Speed Interviewing worksheet; Interviewer asks the questions; Interviewee answers the questions.

- i) Variation for smaller sized groups: break participants into teams of two where the Interviewer simultaneously plays the role of the observer.

Set timer for three minutes and start the interview. Walk amongst the groups and listen to responses throughout the interview session. When three minutes have passed, stop the interview process and give groups one minute for the observer to offer feedback to Interviewee. Repeat this process until everyone in the group has had a chance to play each of the assigned roles.

Discuss lessons learned, your observations, and share individual observations that could help entire group.

Learning Outcome(s)

Students will be able to formulate proper responses to common interview questions.

Resources Needed

1. Timer
2. Speed Interviewing worksheet (Blackline Master 11a)
3. Writing utensils

Reference material — **Job Search Tips for Teens** as found on Workforce Solutions website and pp. 10–11 in the When I Grow Up Workbook.

Modification and Extensions

- Choose students to act out a mock interview in front of the class. Class then provides feedback.
- Groups of students use technology to record positive and negative examples of mock interviews. Allow class access to videos and have students write a paper on lessons learned from viewing the various examples.



Name _____

Period _____

Date _____

SPEED INTERVIEWING WORKSHEET

Tell me about yourself. <i>Notes:</i>	1				5
	poor				outstanding
How would your teachers describe you? <i>Notes:</i>	1				5
	poor				outstanding
What are your strengths? <i>Notes:</i>	1				5
	poor				outstanding
What are your weaknesses? <i>Notes:</i>	1				5
	poor				outstanding
Why should I hire you? <i>Notes:</i>	1				5
	poor				outstanding
Do you have any questions? <i>Notes:</i>	1				5
	poor				outstanding
Rate the candidate's body language. <i>Notes:</i>	1				5
	poor				outstanding
Rate your overall impression of the candidate. <i>Notes:</i>	1				5
	poor				outstanding