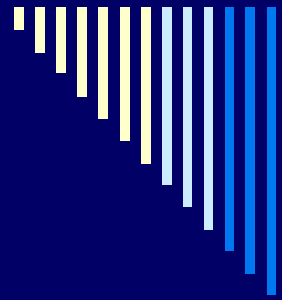



INTERVIEW SKILLS PROGRAM



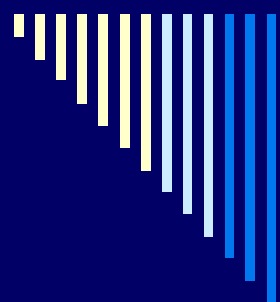
By Barbara Mattes
Business Department Chair
G. W. Hewlett HS





WHY AN INTERVIEW DAY PROGRAM?

- ❑ Interview skills are an important part of the CDOS standards/Career Planning activities
- ❑ Useful for job and college interviews
- ❑ Highlights important skills needed to be successful



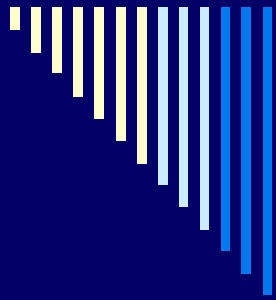
When?

- ❑ If you have a Keyboarding/Computer Technology requirement, include a resume and interview skills unit
- ❑ If you have Principals of Marketing and/or Career and Financial Management courses, include in the career prep unit.
- ❑ 10th grade is a perfect because the students will start to think about getting summer jobs, their junior year schedules and college ideas.
- ❑ If no requirement, see if you can incorporate a unit into all your business courses.



G. W. Hewlett HS Program

- ❑ 10th graders all take Computer Technology and Careers course (formerly known as Keyboarding)
 - ❑ They do a Career Planning unit with career exploration, resume writing, interview skills, and a career plan.
 - ❑ Interview day is held during their class time one day during the semester.
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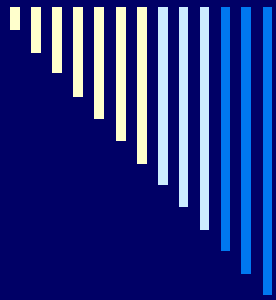
INTERVIEW DAY PREP

- ❑ Students complete their career inventories and career search component
 - ❑ Students complete a resume unit
 - ❑ Students practice their interview skills
 - ❑ Students learn how to dress, speak, and what to bring
 - ❑ Students make 3 copies of resume to bring.
-



INTERVIEW DAY

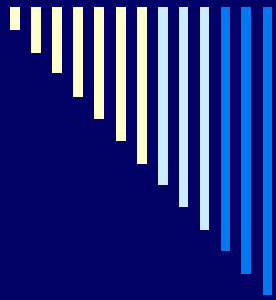
- ❑ Students report to the HS Library instead of class
 - ❑ Students come dressed for success—not for a party!!
 - ❑ Students are given a job application upon arrival that they complete while they are waiting for their turn to interview
 - ❑ Business professionals are stationed around the room and students are sent to them by their teacher.
 - ❑ Interviews take about 8 minutes each with a 2 minute review
 - ❑ Interview rating sheets are completed by the business professional and return to the teacher.
 - ❑ Students hand in job application before they leave.
-



DOCUMENTS NEEDED

- Sales Occupational Guide
- Job Application
- Candidate Evaluation Form
- Interview Day Procedures for interviewers
- Certificate of Appreciation/Participation
- Name plates

NOTE: these are included in a separate packet and available online



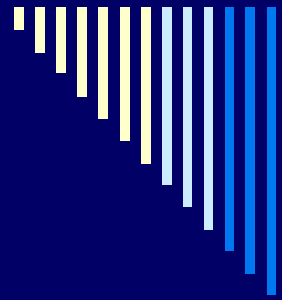
TEACHERS

- ❑ Teachers create a rubric for evaluation including dress, job application and the actual interview.
- ❑ Teachers prepare lessons and time them to culminate with the date scheduled.
- ❑ Teachers supervise their students during the period of their classes.
- ❑ They evaluate the students



BUSINESS PROFESSIONALS

- ❑ Use your advisory board members as a resource
 - ❑ If they cannot attend, ask them to send someone else from their company
 - ❑ If no advisory board, ask parents—back to school night ask for volunteers
 - ❑ First day of classes have students complete a job application for your class and include contact info and occupations of their parents.
 - ❑ Use local business associations—Kiwanis, etc.
 - ❑ Use your HR department, district directors, school board members, and other school personnel.
-



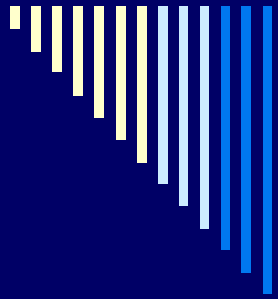
SALES POSITION

- ❑ We have students interview for a mock sales position another idea is a management trainee
- ❑ Sales is easiest since they all know what a salesperson does
- ❑ No particular industry is used but the interviewers could makeup a pretend product for the sake of the interview.
- ❑ Job description for Sales position are distributed to the students and interviewers so they can develop questions and know the skills needed



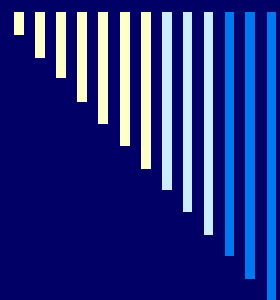
PLANNING

- ❑ Distribute the date as early as possible to potential interviewers and classroom teachers
 - ❑ Develop a period by period schedule with number of students. Figure an interviewer can interview about 4 per 40 minute period.
 - ❑ One month before secure a time commitment from the business people. The more the better. Our students sometimes can do 2 practice interviews in the period.
 - ❑ Provide procedures and forms to the interviewers ASAP. They like to be prepared.
 - ❑ Plan for coffee setup, light breakfast, water bottles and lunch for business participants.
 - ❑ Prepare certificates of appreciation/participation as a thank you for the business people.
 - ❑ Prepare name tags for each interviewer
 - ❑ Prepare an address list of all interviewers for the students to write thank you letters
-



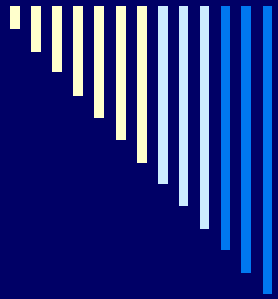
THE WEEK BEFORE

- Have copies made of job application
 - Have copies made of evaluation sheets
 - Make folders for each class
 - Make folders for each interviewer
 - Email or call to verify times with interviewers
 - Create name tags for interviewers
-



DAY AFTER

- ❑ Teachers review the event with the students
- ❑ Teachers assign a grade and return the evaluation forms
- ❑ The students get to share what they learned
- ❑ Students type follow up letters to their interviewer.



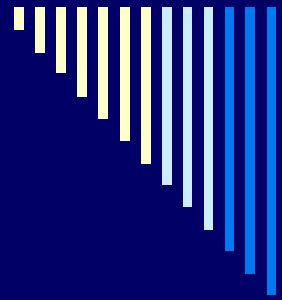
PROBLEMS

- Sometimes business people have to cancel at the last minute due to issues at work

SOLUTION

Be sure to have more interviewers than needed

Where possible, get retirees involved. They are the most dependable.

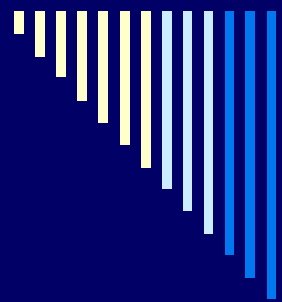


PROBLEMS

- Students who are absent-legally

SOLUTION

Schedule a makeup day with one interviewer who couldn't make your date. Have them available during lunch periods for students to do their makeup.

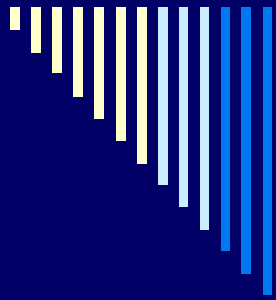


PROBLEM

□ Interviewer is very hard on students or do not give sufficient feedback

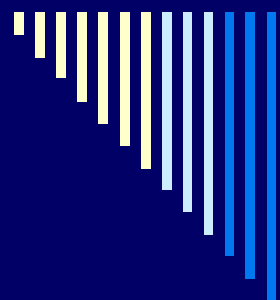
SOLUTION

- If the teacher sees a pattern from a particular interviewer the teacher does not penalize students and notes it for the next interview day.
 - Teacher also can use this as a learning experience that some interviewers may be looking at their interview differently.
-



Student reactions to the day

- ❑ First year our students were not as cooperative—why do we have to do this?
- ❑ After a few years, students ask when their interview day is.
- ❑ Some students actually get hired for a job
- ❑ Students have asked if they can do it again



TEACHER REACTIONS

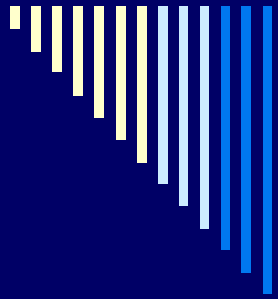
- Works well
 - Students really learn
 - Helps reinforce what they have taught
-



FINAL THOUGHTS

- ❑ Be sure to write a press release with pictures after each event.
- ❑ Remember it will be easier each time you do it.
- ❑ Good luck!





FOR MORE INFO

- bmattes@hewlett-woodmere.net
- G. W. Hewlett High School 60 Everit Ave.
Hewlett, NY 11557
- 516 374-8028
- If anyone wants to see our interview day in action, I am running one November 13 and again April 2. (Located on Long Island near city border)