

Applying for a Job:

The Job Interview

Sreedhar Upendram, Assistant Professor, Department of Agricultural and Resource Economics
 Ann A. Berry, Professor and Consumer Economics Specialist, Department of Family and Consumer Sciences
 Christopher T. Sneed, Assistant Professor and Consumer Economics Specialist, Department of Family and Consumer Sciences
 Barbara Metzger, Extension Specialist, Department of Family and Consumer Sciences
 Clint Cummings, Extension Specialist, Department of Family and Consumer Sciences

- Approximate Time: 30 to 45 minutes -

OBJECTIVES:

After this lesson, the learner will be able to:

- Describe the purpose of a job interview.
- Prepare for an interview.
- Effectively answer interview questions.
- Ask questions to see if the job is a good fit.

MATERIALS:

- Pens and notepaper for participants
- Copies of [UT Extension Publication W 936-F](#)
- Copies of the Skill Up Tennessee marketing brochure

EVALUATION: Participants learned to practice effective job interview skills

METHOD:

This lesson is designed to be taught in a group setting. You can teach this lesson either face-to-face or using technology such as Zoom.

PREP:

- Print copies of the [UT Extension Publication W 936-F](#).
- Assemble materials for participants.
- Review the lesson plan. Review the publication. Familiarize yourself with the content thinking about how you will present the content to your participants.

INTRODUCTION:

As participants enter the room, distribute pens and notepaper. Welcome the group.

SET:

Once the group has been gathered, begin with introductions.

Instruct the group to take out their note paper and pens. Tell the group when you say “GO!”, you want them to list all the words that come to their mind when they hear “resume.” “READY. SET. GO!”

Once 30 to 40 seconds have passed, ask everyone to stop. Ask the participants to introduce themselves and share one or two words on their list. (The instructor should go first to model this activity for participants.)

Explain to the group that today’s lesson will focus on ways they can develop a winning resume which will help them in gaining employment and perhaps the job of their dreams.

Explain to the group that most of the lesson will be spent reviewing the [UT Extension Publication The Job Interview W 936-F](#). Provide one copy of the publication for each participant.

INSTRUCTION:

Introduce the concept of a job interview, what to expect in an interview and how best to answer questions. Use the information on pages one and two of the publication to prepare for the interview.

After you have reviewed the information, ask participants which are the key elements of preparing for an interview that they think would work best for them. Have them explain why they picked the ones in the pre-interview checklist. Allow time for group sharing.

DURING THE INTERVIEW:

Once participants have selected items from the pre-interview checklist, review the tips for answering the questions and key tips for acing an interview. Tell participants it is now their turn.

Using the examples at the end of the publication, instruct students to begin drafting responses to interview questions. To help participants, have them start by listing the main aspects they will discuss in the interview. Assure participants this is only a draft and only meant to get them started working on their interview responses.

Once time has ended, encourage participants to complete their responses to interview questions at home. Remind participants once they have a completed draft, they will want to type their interview responses following the formats provided. Be sure to have someone practice interview questions with them.

***Note:** Depending on the nature of the group, you may ask participants to bring interview questions to class. Instead of developing new questions, students could use the class time to review their interview responses based on the guidelines and tips contained in the publication. Students could take turns interviewing each other and provide feedback.*

QUESTIONS TO ASK:

Explain to the group that questions to ask are a very important part of their interview. Typically, well-structured and considerate questions separate a candidate from the rest of the candidate pool. This list of example questions are provided to spark interest and additional thought on the interview process. Explain to the group that not every question makes a good question. They need to be thoughtful as to which questions they select to ask. Review the section in W 936-F on interview questions to ask.

Ask participants to write down at least three questions they would ask the interviewer. Out of the three questions, which ones are the most important and why? Circulate around the room to monitor progress and provide assistance as needed.

DEBRIEF:

Explain to participants that today they learned how to prepare for an interview and how best to ace it. Remind participants to complete their list of questions to ask at home.

Provide each participant with a copy of UT Extension's Skill Up Tennessee marketing brochure. Review the brochure and program with participants.

CONCLUSION:

Ask students to complete the following sentence:

The one thing I am going to use from today's lesson is . . .

Encourage participants to write their answers on their note paper. Allow time for participants to share their answers.

EVALUATION:

Ask participants to respond to the following statement by a show of hands:

How many of you learned effective job interview skills?

Record the answers for entry into SUPER. (Report under "Increase Capacity to Produce Income" - "Short-term Indicators".)



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