



**Title:** Mock Interviews

**Grade:** 9

**Career Development Model:**

Career Planning & Management

**Nebraska Career Readiness Standards:**

- Contributes to employer & community success
- Works productively in teams and demonstrates cultural competence
- Manages personal career development

**Objective:**

- Students will complete a generic job application and participate in mock job interviews
- Students will demonstrate interview skills and discuss cultural diversity.

**Materials and Supplies Needed:**

- Blank job application forms (not included)
- Large poster paper
- "Mock Interview Questions" handout
- "The Ideal Applicant" handout
- Go to: [www.NebraskaCareerConnections.org](http://www.NebraskaCareerConnections.org) for an entire section on Job Search for interview preparation, applications, dressing appropriately for the interview and more.

**Class Instructions:**

Part 1

Points to Remember:

In all likelihood, some students have probably not "worked" in the sense of earning money from an employer. However, teachers should first ask students if any of them have had a paid job before. If so, what do they do or what did they do? What did they enjoy about their jobs? What did they not like?

1. Students are instructed to form groups or groups are assigned.
2. Teachers instruct students to imagine that they are going to an interview for a summer job that they would really like to have, and to think of as many interview tips or behaviors as they can which would enhance their chances of being hired for that job.

3. Group members select a “recorder” to write down all of their ideas on a large poster sheet.
  
4. When students have completed their lists, teachers pass out the “The Ideal Applicant” handout to group members and ask them if the characteristics and behavior of this “ideal” job applicant match the characteristics and behaviors of their own ideal list. Alternatively, teachers may wish to role-play an interview, and ask students to write down what they thought were good and poor interview behaviors.
  - Points to Remember: Teachers should attempt to generate an active discussion and explanation of the behaviors on both the “The Ideal Applicant” handout and the group lists. For example, do students have the same understanding of “Use positive body language” or “Be assertive?” Would everyone in the group want to “Use a firm handshake” or “Look directly at the interviewer?” Why or why not?
  
5. Teachers should be aware during group discussion that issues of cultural conflict between different conceptualizations of “good interview behavior” may arise for some students. In these instances, it is important for the teacher to explore with students how they can, for example, “Speak standard, proper English” during an interview and at the same time feel positive and affirmative of their own identity. These issues should be explored in a sensitive manner.

## Part 2

1. When students have had a sufficient amount of time to process the first activity, distribute a Blank Job Application and instruct students to pretend that they are filling it out for the ideal summer job of their choice. Teachers can download blank application forms from the Internet to distribute to students. Teachers ask students if anyone has actually filled out an application before.
  
2. Teachers give individual assistance to students as they complete the sample application form.
  
3. Teachers should try to help students highlight their strengths in the application form.
  
4. When students have completed their job application forms, they are instructed to exchange them with another student for peer review concerning neatness, spelling,

and completeness, with teachers giving assistance when appropriate.

### Part 3

1. After the exchange and peer review, teachers pass out the “Mock Interview Questions” handout to students and ask them to continue to work in their groups in brainstorming possible responses to these questions. Teachers should inform students that these are common questions during an interview, and that it is helpful for them to write down possible answers to these questions.
2. Teachers can decide if an adult or a peer will interview students using the job applications they filled out and questions from the interview questionnaire.
3. Teachers may want to volunteer and demonstrate an interview as a model for the students. Ask students what they would want to know about you. Write their ideas on the board.

### Part 4

1. Students perform mock job interviews with each other or with a teacher.
2. After each mock interview, students are instructed to give each other feedback. What went well? What could have been improved? What felt a little strange or uncomfortable? How might the interviewee have improved his or her performance?
3. Teachers should help students in giving each other feedback.
4. Teachers should observe mock interviews and give feedback.

### Tips on keeping it real

- Sharing information about oneself, or self-disclosure, is a tool borrowed from career counseling. It is a very useful tool to help students realize that confusion regarding how to make decisions with one's life is not unusual.
- Sharing an experience of having an interview allows students to relate their “mock interview” experience to an adult's real world experience. Share an interview experience with students. You may want to include the follow types of information:
  - What did you do to prepare?
  - How did you feel before, during and after the interview? (E.g. you may demonstrate that nervousness does not indicate failure.)
  - What types of behaviors did you use from the “Ideal Applicant Sheet”?

- Were there any behaviors that were difficult to use or that you didn't use?
- Did you get the job/ or not?

**Credits/Sources:**



"Making my Future Work: A College and Career Readiness Program", U.S. Department of Education, Institute of Education Sciences.

<https://www.csuohio.edu/cehs/mmfw/making-my-future-work-0>

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## **MOCK INTERVIEW QUESTIONS**

Instructions: Write some possible answers to the following questions. These are common questions asked during an interview. You will be asked these questions during your role play.

1. What are your greatest strengths?
2. Why are you interested in this type of work?
3. Some people lose their tempers in a tough situation. Tell me about a time when you were able to handle a difficult situation successfully.
4. What would you do if you knew you were going to be late for work?
5. Why should I choose you for this position?
6. Describe a situation where you have overcome a barrier in life?
7. What are your favorite classes and why?
8. What do you plan to do after high school?
9. Who would be most surprised by your success?
10. What people in your life have most helped you to know what you want for the future?

## **THE IDEAL APPLICANT. . .**

1. ...comes on time and is punctual.
2. ...dresses for success (looks good).
3. ...looks directly at the interviewer.
4. ...introduces one's self.
5. ...uses a firm handshake.
6. ...is assertive and isn't afraid to speak about one's assets or positive qualities.
7. ...acts interested in the job.
8. ...speaks standard, proper English clearly.
9. ...uses positive body language.
10. ...listens carefully and asks questions.
11. ...thanks the interviewer at the end, no matter what happens.