

# Job Interviews, Part 2

**SUBMITTED BY:** Kathryn McGinn

**SUBJECT(S):** Career Development

**GRADE LEVEL(S):** 9, 10, 11, 12

## ≡ OVERVIEW:

Students will continue building interviewing skills. They will review interview tips and help develop a rubric with which to rate interviews.

## ≡ NBEA STANDARD(S):

- Career Development, V. School-to-Career Transition

## ≡ RELATED ARTICLES:

- [“Where Are You Working this Summer?”](#)
- [“Career Insight: Nick Halla on the Culture Inside a Silicon Valley Startup”](#)

## Common Core Standard(s):

- ELA CCR Reading 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- ELA CCR Reading 10: Read and comprehend complex literary and informational texts independently and proficiently.
- ELA CCR Speaking and Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- ELA CCR Speaking and Listening 3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
- ELA CCR Speaking and Listening 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- ELA CCR Speaking and Listening 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### Objectives/Purposes:

- Students will read and analyze an article for main ideas.
- Students will learn more interviewing skills.
- Students will work constructively to develop interview rubric.

### Knowledge@Wharton Article:

- [“One Woman’s Advice to Another: It’s Always Time to Speak Your Mind”](#)

### Other Resources/Materials:

- Interview tips ([Handout A](#))
- Partially filled rubric ([Handout B](#))
- Completed rubric ([Handout C](#))

### Activities:

1. Hand out “One Woman’s Advice...” to students. Have students read the first section of the article (up to “Getting Connected”). Ask students to highlight key points as they read. Discuss the article with students. Address the following questions:
  - What reason(s) does the article give for women’s lack of wage/income equity?
    - Women simply don’t ask for higher salaries.
    - Women don’t network as effectively as men, and they aren’t as skilled at using connections to climb the corporate ladder.

- Women are taught to be other-focused and settle on the salary they “need,” rather than what they are worth.
- Women are afraid to ask for more because they want everyone to like them.
- What does the article suggest women do differently?
  - Find sponsors, senior colleagues who advocate on their behalf and help them advance their careers.
  - Learn to ask for what they want, speak up when they have something to say.
- How can this advice be applied to job interviews, as well?
  - Women should not be afraid to share their accomplishments, state their goals and negotiate for higher salaries.
- Is it women’s responsibility to change their approach? Or could employers change, as well?
  - It’s worth pointing out that the bottom line of this article is that women need to act more like men in order to get ahead in the corporate world. Instead of blaming women for their lack of career advancement, it’s also worth looking at corporate culture and considering whether that culture could/should change to embrace some characteristics commonly attributed to women.
  - Heads of corporations might want to consider how to encourage all employees to share their ideas and establish norms for meetings that make it easier for everyone to participate.
  - The legacy of sexism in the workplace will not be erased solely by women speaking up. Power hierarchies must be acknowledged and individuals should consider *why* certain characteristics are embraced in the corporate world.
- Do you agree with the articles depiction of the differences between men and women in the workplace?
  - Opinions will vary.

*(5 mins)*

2. Hand out (More) Interviewing Tips to students. Address any questions that students may have.

*(5 mins)*

3. Tell students before they participate in mock interviews with their partners, that they are going to think more about the criteria employers use to evaluate interviews. Hand out partially filled rubric to students. Discuss the criteria on the side, and what each means:

- Clarity of Goals/Objectives: Does the interviewee have a clear sense of what she wants to do in the future?
- Qualifications/Self-Assessment: How well does the interviewee describe her skills and talents in relation to the job?
- Knowledge of Job/Organization: Does the interviewee understand the job and have an investment in working with the organization?
- Overall Poise/Presentation: Is the interviewee confident and positive?

Go through the first row of the rubric with students, highlighting the differences between excellent, good, average and poor ratings for “Clarity of Goals.”

*(5 mins)*

4. Break students into three groups: each group will be responsible for completing one blank line of the rubric.

*(10 mins)*

5. Groups share out, teacher takes notes on the board or computer projector (the students will use their completed rubric in the next lesson). (See handout with completed rubric for a sense of what the finished product should look like, although certainly there may be variations.)

*(10 mins)*

### **Tying It All Together:**

Ask students what they are most worried about in terms of the interview process. Which criteria do they think is most difficult to master? Why? Give students any remaining time to prepare for their interviews tomorrow.

*(10 mins)*

### **Practice Outside of the Classroom:**

- Think about what questions you will be asked by an interviewer and practice saying your responses out loud, either to yourself or to a friend or family member.

### **What Worked and What I Would Do Differently:**

The relevance of the article was a bit of a stretch, and the students were not as fired up about critiquing the article as I was. There is actually plenty to do in the lesson without the article, if you choose to skip it.

Filling out the rubric helped to reinforce what employers are looking for in potential employees, and students can use the interviews when they interview each other in the next lesson.

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