



## Interview preparation



CAREERS AND  
TRANSITION

### Teachers' notes

*Year level*  
Year 7, 8, 9, 10

*VELS*  
Level 5 & 6



**Time** One hour

### Purpose

Prepare students for interviews.



### Rationale

The purpose of an interview is to give the interviewers the opportunity to meet prospective candidates for a position in a workplace or course or volunteer organisation, and to discuss their interest in the work and ability to meet the work's requirements. They can compare the abilities of the short-listed applicants and choose the best. It provides the opportunity for people to promote themselves and hopefully win the position.



### Activities

You will need assistance from another adult (or well briefed student) to do the introductory activity. Select a realistic job that students may consider doing as a basis for the interview role play.

1. Begin this lesson by role playing a bad and a good interview. For demonstration purposes, attributes and actions can be exaggerated.
 

e.g. Bad interview – enter the room slouching, mumble, don't make eye contact or shake hands, answer the interviewer's questions with 'yes' 'no' answers and generally have a don't know, don't care attitude.

Good interview – enter the room confident, friendly and respectful, shake hands, be clearly spoken, answer questions appropriately, demonstrating that you have researched the organisation and have the necessary transferable skills.
2. Students should note down positives and negatives during the interviews.
3. Follow up with a class discussion of *Interview dos and don'ts*. Work through the *Interview dos and don'ts* handout and get students to add any others that have come from their discussion.
4. Divide students into groups. Get each group to select from the following topics and research and report back to the class:
  - a. What information should I get about the employing company? How can I get this information? What questions should I ask?
  - b. How should I present myself at an interview? Include appearance, appropriate dress standards, body language etc.
  - c. What should I take to an interview?
  - d. How do I demonstrate my interest in the job?

Students combine the information from all the groups to develop a "Tips sheet for job applicants".
5. Students should think about questions they may be asked at interviews. Distribute the handout on interview questions. Get students to discuss and add any questions the interviewer may ask and write some questions they as interviewees should ask?

### Further activities

- In small groups, students list reasons for rehearsing for an interview and being prepared to answer interview questions. Groups report back and discuss as a class.



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### Resources



- Copies of *Interviews dos and don'ts* sheet for each student
- Copies of *Interviews questions* sheet for each student
- *Youth Central* website at <http://www.youthcentral.vic.gov.au/>
- Doing step in the My guide section of the *myfuture* website at <http://www.myfuture.edu.au>
- *Job Guide* – in print or online at <http://jobguide.dest.gov.au/>

### Victorian Essential Learnings (VELS)

#### Level 5 and 6

Strand	Domain	Dimension
Physical, Personal and Social Learning	Interpersonal Development	The individual learner Building social relationships
	Personal Learning	Managing personal learning
Discipline-based Learning	The Humanities – Economics	Economic knowledge and understanding
Interdisciplinary Learning	Communicating	Presenting
	Thinking Processes	Reflection, evaluation and metacognition