

MOCK INTERVIEW ASSIGNMENT

Philadelphia Press Instructional Resources

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Purpose:

The purpose of this assignment is to prepare students for interviews. It also brings together many aspects of the course including impression formation, verbal and nonverbal communication.

*(Present all of the content of the *Employment Interview* chapter before this assignment is discussed).*

Explanation of Activity:

Invite professors, employees from Human Resources, the Honors Program Director and even the Academic Vice President to come conduct one-on-one mock interviews with your students. The students should not know who is coming to interview them until the day of the mock interview.

This mock interview can be framed as a college interview for admission to a 4 year university (perfect for community college students) or for a specific job, or just left open.

It takes about 2.5 hours to interview about 22 students, so reserve a block of time in your class schedule.

Students are asked the interview questions listed in the *Employment Interview* chapter. In class, discuss why the questions are grouped into the Character, Competence and Commitment categories. Explain that some questions fall into *Weakness, **Trap and ***Wacky Questions (see *Employment Interview* chapter). To further illustrate, show them the link for Dr. Michael Scharff, Professor of Management at Limestone College, (<https://www.youtube.com/watch?v=GOomYpPNddY>) and show them an audio link for *101 Great Answers to the Toughest Interview Questions* by Ron Fry.

Discuss the importance of all nonverbal components such as eye contact, smiling, posture, etc. These criteria are listed on the Evaluation Form for the assignment that the students receive beforehand.

On the Day of the Mock Interviews:

The students are expected to show up in "office casual" attire although many decide to wear a suit. Students are not required to bring a résumé, but you could easily add this to the assignment requirements.

The interviewer is introduced to the students at the beginning of the class, and her/his name and title should be written on the board. Students wait outside in the hallway and come in one-by-one into the classroom to be interviewed by the interviewer.

As the instructor, stay silent and just observe and fill out the Evaluation Form for their grade. It is probably a good idea to sit next to the guest interviewer rather than on the other side of the room.

At the conclusion of the interview, the guest interviewer should give the student feedback, as do you, the instructor.

Debrief:

At the end of the class, all the students come into the classroom again and thank the interviewer and discuss the experience. Go around the room and ask them what they learned and return their graded Evaluation Form.

Instructions to Students (Given out 1-2 weeks prior):

The purpose of this assignment is to prepare you for interviews. It also brings together many aspects of the course including impression formation, verbal and nonverbal communication.

The questions you will be asked are listed in the *Employment Interview* chapter in the Character, Competence and Commitment categories. You will only be asked **four** questions from the *Employment Interview* chapter by our guest interviewer, but have responses ready for *all* of them because you will not be told in advance which specific questions you will be asked. Also, be prepared that the interviewer might ask you follow-up questions too.

Our mystery guest interviewer could be a professor here at the college or someone from Human Resources, or even an Administrator. All of my guest interviewers have a great deal of experience in interviewing people and they are all pleasant and encouraging. No need to worry about getting “grilled,” but you do need to be exceedingly prepared.

You should wear business casual clothing and you do not need to bring your résumé.

The interviewer is introduced at the beginning of the class, and her/his name and title will be written on the board. Students wait outside in the hallway and come in one-by-one into the classroom to be interviewed. You must remain the entire time as we will all re-group at the end.

As the instructor, I stay silent and just observe and fill out the Evaluation Form while the guest interviewer interviews you. At the conclusion of the interview, the guest interviewer gives you feedback, as do I.

Please consult the course schedule to see when we are doing the mock interviews in class. Look at the Mock Interview Assignment Evaluation Form to see how you will be graded. We will thoroughly discuss this assignment in class.

Grading Criteria: See the Mock Interview Assignment Evaluation Form on the next page.

MOCK INTERVIEW ASSIGNMENT EVALUATION FORM

NAME _____

Seem prepared/show effort	0	1	2	3	4	5
Seem serious/mature	0	1	2	3	4	5
Give elaborate responses	0	1	2	3	4	5
Look at interviewer	0	1	2	3	4	
Smile appropriately	0	1	2	3	4	
Show proper posture (not slouch)	0	1	2	3	4	
Articulate clearly	0	1	2	3	4	
Speak at an appropriate volume	0	1	2	3	4	
Speak at an appropriate rate	0	1	2	3	4	
Dress professionally	0	1	2	3	4	5
Demonstrate confidence	0	1	2	3		
Demonstrate pleasant personality	0	1	2	3		

Total Points: ____/50

- 0 – no attempt, not done
- 1 – poor
- 2 – average
- 3 – very good
- 4/5 - excellent