



HANDOUT 3

– Elements of Teamwork—An Inventory of Skills

Teamwork Makes the Dream Work

ACTIVITY 3

Part of being a good team member is learning to understand your personal strengths (what you have to offer) AND where you might need to gain assistance from others. Listed on this sheet are 10 characteristics that make a productive team member. Rate your level of confidence in each skill (HONESTLY; circle the rating that best fits your level)—and then list some ways that you could improve your rating.

SKILL 1: RELIABLE

You can be counted on to get the job done.

RATING

Not so confident Sort of confident Really confident

SKILL 2: EFFECTIVE COMMUNICATOR

You express your thoughts and ideas clearly and directly, with respect for others.

RATING

Not so confident Sort of confident Really confident

SKILL 3: ACTIVE LISTENER

You listen to and respect different points of view. Others can offer you constructive feedback—and you don't get upset or defensive.

RATING

Not so confident Sort of confident Really confident

SKILL 4: PARTICIPATES

You are prepared—and get involved in team activities. You are regular contributor.

RATING

Not so confident Sort of confident Really confident

SKILL 5: SHARES OPENLY AND WILLINGLY

You are willing to share information, experience, and knowledge with the group.

RATING

Not so confident Sort of confident Really confident

SKILL 6: COOPERATIVE

You work with other members of the team to accomplish the job—no matter what.

RATING

Not so confident Sort of confident Really confident

SKILL 7: FLEXIBLE

You adapt easily when the team changes direction or you're asked to try something new.

RATING

Not so confident Sort of confident Really confident

SKILL 8: COMMITTED

You are responsible and dedicated. You always give your best effort!

RATING

Not so confident Sort of confident Really confident

SKILL 9: PROBLEM SOLVER

You focus on solutions. You are good about not going out of your way to find fault in others.

RATING

Not so confident Sort of confident Really confident

SKILL 10: RESPECTFUL

You treat other team members with courtesy and consideration—all of the time.

RATING

Not so confident Sort of confident Really confident

► What could you do to improve your ratings?

Adapted from: UTAH CTE Lesson Plan

PURDUE EXTENSION

INWORK



Skills for Tomorrow's Workforce

Nice to Meet You

Interviewing Skills

How can you increase your chances for a successful interview?

BACKGROUND

This lesson introduces learners to interviewing skills. The content, vocabulary, and activities provide a framework for participants to understand and prepare for job interviews. Students will learn the importance of interviews and proper etiquette as well as the steps and techniques necessary for a successful interview.

Essential Questions

- ▶ How can I increase my chances of having a successful job interview?
- ▶ Why is it important to practice answering potential interview questions?
- ▶ What kinds of answers can I give if asked about my strengths and weaknesses?
- ▶ What types of interviews might I have?

Concepts and Learning Objectives

Learners will

- ▶ develop an understanding of why it is important to prepare for a job interview
- ▶ become familiar with common vocabulary terms associated with job interviews
- ▶ practice answering typical interview questions
- ▶ describe how to follow up after a job interview

21st Century Learning Skills

This lesson incorporates hands-on learning activities with key 21st century learning skills, giving students the opportunity to develop personal abilities and proficiencies targeted for success in today's workplace. The learners will use the following skills to complete the activities:

- ▶ Collaboration
- ▶ Critical thinking
- ▶ Teamwork
- ▶ Analysis
- ▶ Reasoning

Supplies Needed

- ▶ Notecards
- ▶ Flip-chart paper
- ▶ Markers
- ▶ Pencils and pens
- ▶ Tape
- ▶ AV equipment for projecting video clips
- ▶ Printed handouts

Useful Internet Sites

http://www.careerbuilder.com/gh_int_htg.html

<http://interview.monster.com>

<http://interviewcoach.com/>

<https://www.thebalance.com/top-interview-tips-2058577>

<http://etiquette.about.com/od/Professional-Etiquette/tp/7-Tips-On-Proper-Handshake-Etiquette.htm>

Instructor Preparation

- ▶ Read through the lesson and become familiar with the material.
- ▶ Consider your audience and the suggested activities. Adapt as necessary. Plan your time.
- ▶ Review the suggested video clips and consider your audience and time available. Plan your comments.
- ▶ Make copies of handouts for the students.
- ▶ Gather supplies.
- ▶ Prepare topics and questions for mock interviews used in Activity 4.
- ▶ Check on AV equipment (projector and computer).
- ▶ This lesson is NOT a script. Background information and directions are provided in narrative form. They DO NOT require the instructor to read verbatim. Group needs will vary; use personal judgment on comments and activities.

Time Requirement

60-70 minutes

Icons are used throughout this document to differentiate between instructor notes and directions for students.



DIRECTIONS FOR STUDENTS



INSTRUCTOR NOTES

ACTIVITY 1—Identifying Personal Strengths



Part 1

Brainstorm a list of words that describe positive things about you, things you do well, etc. Then, share within small groups. There are no wrong answers in brainstorming.

Following is a list of adjectives to kick-start the activity if necessary:

- | | |
|----------------|---------------|
| ▶ Artistic | ▶ Curious |
| ▶ Caring | ▶ Helpful |
| ▶ Courageous | ▶ Optimistic |
| ▶ Motivated | ▶ Flexible |
| ▶ Charming | ▶ Inspiring |
| ▶ Clever | ▶ Kind |
| ▶ Confident | ▶ Loyal |
| ▶ Responsible | ▶ Warm |
| ▶ Disciplined | ▶ Thoughtful |
| ▶ Energetic | ▶ Flexible |
| ▶ Entertaining | ▶ Outgoing |
| ▶ Real | ▶ Team-player |
| ▶ Creative | ▶ Trustworthy |



Part 2

On your own using **Handout 1—What Do I Do Well?**, practice writing sentences that explain what you do well by taking words from your notecards and turn them into “I-statements.” For example, you might be creative and trustworthy, so you could write: “I am a trustworthy person.” “I can be trusted with money.” “I am creative and can find ways to solve problems.” This exercise should help you feel more comfortable talking about what you can do well. It can be very difficult for many people to say positive things about themselves, but it is necessary in a job interview. Using words from your notecards, write at least five sentences stating what you are good at or what you do well.



Instructor Note

Handout 1—What Do I Do Well? is located at the end of the lesson. It provides examples of “I-statements.” Print copies for the students to jump-start the discussion.

TIME

Part 1 – 7 minutes; Part 2 – 7 minutes

SKILLS TARGETED

Discussion, Group Work, and Individual Writing Responses

ACTIVITY 3—Constructing and Answering Typical Interview Questions



What will they ask me?

Common interview questions:

- ▶ What are your strengths?
- ▶ Why should I hire you?
- ▶ What do you offer to this company?
- ▶ Why did you select this career?
- ▶ What are your weaknesses?

All of these questions are geared toward getting to know the applicant and determining if that person is a good fit for the organization. Therefore, it is wise to prepare strong, solid answers to these frequently asked questions. You can easily do this with practice. Of course, you don't want to sound like you are giving a memorized speech, but you do want to appear confident and knowledgeable about your own skills, abilities, and experiences. After all, you are the expert of your own life.

Part 1

Work in small groups to brainstorm a list of common interview questions. Each group should come up with 10–15 questions. Write the questions on notecards. Have the small groups share with the class by reading a few questions and then taping them to flip-chart paper at the front of the room. Try to get as many different questions taped to the paper as possible. There are some examples listed in **Handout 2—Practicing Interview Questions—Sample Answers**. Remember, there are no wrong answers in brainstorming.

Part 2

Handout 2—Practicing Interview Questions—Sample Answers provides examples of interview questions with both desirable and less than desirable responses. Using **Handout 3—Practicing Answering Interview Questions—Your Turn**, you can demonstrate your knowledge and skills in writing responses to typical interviewing questions. You may work in groups to collaborate ideas for constructing answers. There is a column for both a suggested “good” and “bad” response.



Instructor Note

Handout 2—Practicing Interview Questions—Sample Answers is located at the end of the lesson. It provides some examples of common interview questions and responses. **Handout 3—Practicing Answering Interview Questions—Your Turn** is also at the back of the lesson. You may want to make extra copies of **Handout 4—What to Do If...** so that students can have practice copies for their own answers.

TIME

Part 1 –7 minutes; Part 2 –7 minutes

SKILLS TARGETED

Discussion, Group Work, Individual Writing Responses, and Collaboration

ACTIVITY 5—Practicing Interview Skills—Mock Interviews



Practice makes perfect

Mock interviews are a great way to prepare for the types of questions that you might be asked during a real interview. Just as anything you do in life, preparation increases both your comfort and confidence levels. Being able to anticipate questions and have a good solid answer is important to having a successful interview. There is no substitute for practice and experience when it comes to feeling prepared for a job interview.

Role-play scenarios based on your audience and their experiences. For example, you may need scenarios for fast food, construction, service, and retail industries. You may want to practice more than one time.

Also prepare sample questions geared toward certain jobs. Generic questions are fine. **Handout 2** and **Handout 3** provide examples of interview questions. The student-formulated questions can also be used.

Get into groups of two and give each pair a notecard with a job title. With an odd number of students, one person will be an observer and can offer constructive comments. Time will vary based on the number of students in the group. Make sure everyone gets an opportunity to be both an interviewer and an interviewee. Save time for group discussion and follow-up at the end of the activity.



Instructor Note

The mock interviews will be more relevant and helpful if the students have some knowledge of the skills and responsibilities associated with the jobs they are pretending to interview for. Write the job titles on notecards, available for the activity. Everyone can use the same job.

Ask questions about the activity. For example:

- ▶ *Were you comfortable speaking with your partner?*
- ▶ *Did you feel prepared to answer the questions?*
- ▶ *Did you feel nervous or anxious about answering the questions?*
- ▶ *What might help you feel more at ease in a real job interview?*
- ▶ *What did you like about interviewing?*
- ▶ *What did you not like about the interview?*

TIME

15–20 minutes

ACTIVITY 6—Wrap-Up



Have confidence in yourself

A personal interview may be the single most important aspect of a successful job search. Although we have focused on job interviews, you may experience other kinds of interviews at some points in your life. You might be interviewed by only one person or by a panel of people. You may interview through a phone screening, which requires outstanding verbal skills, since nonverbal signs are invisible. Whatever the purpose behind the interview, the goal is to learn about you. Learning to communicate and speak with others is the best way to prepare for this process. **Handout 4—What to Do If...** includes tips that might be helpful to you for your next interview.



Instructor Note

Refer back to the Essential Questions and confirm that students have learned interviewing skills. Use an exit strategy or quick check for understanding by asking group questions. Exit strategies are located in the **Resource Section—Appendix B**.

Handout 4—What to Do If... is located at the end of the lesson. It provides advice on interviewing protocol and ideas to help ease the nerves. If you have time, go over the tips with the students. They can take the handouts home for reference. You may want to make extra copies of **Handout 4** in case students want to share copies.

Handout 5—Professional Pitch Template has been provided for your students to practice writing a personal pitch to sell their strengths and experience in an interview. It is located at the end of the lesson. Print copies as necessary for students.

Handout 6—Practice Questions for Your Interview is located at the end of the lesson. Print copies as necessary for students.

TIME

Handout 4—9 minutes; **Handout 5**—2 minutes

SKILLS TARGETED

Discussion and Critical Thinking



HANDOUT 2

– Practicing Interview Questions: Sample Answers

Nice to Meet You

ACTIVITY 3

Use the following question-and-answer chart to help you formulate good solid answers to questions about your own skills, abilities, and interests. This is just a reference sheet to help give you some ideas.

QUESTION	IDEAS FOR A GOOD ANSWER	IDEAS FOR A BAD ANSWER
1. Tell us about yourself.	Give a direct answer about your strengths and work history.	Talk about yourself and your personal life without mentioning the job.
2. Why do you want this job?	It will challenge me. I enjoy this kind of work. I would be good at this because...	I can make more money.
3. Why should we hire you?	I have the experience. I will do a good job. I would love to work for this company. I am a hard worker. I like to learn new things.	I want a new job.
4. Why do you want to work for this company?	I have heard all good things about this company. I like your philosophy and business model. The employees seem happy here.	You are hiring.
5. What experience do you have that relates to this job?	I have computer experience and experience in customer service. I have also managed people. <small>(Make your answer specific to your skills and related to the skills necessary for the job.)</small>	I am almost always on time. I don't fight at work. I have never been caught stealing. I won't come to work drunk or high.
6. What are your weaknesses?	I work hard and expect others to work at the same level. That can often lead to feeling let down.	I get a little tired in the afternoon, especially if I have been out late the night before. Sometimes I am the class clown.
7. Tell about a successful experience you had on a job.	I reorganized the purchasing system to help improve cash flow. The company saved thousands of dollars by paying less interest on accounts.	I organized the NCAA basketball pool for all of the employees. Oh, and I won the money.
8. Why did you leave your last job?	I needed a new challenge.	I didn't like my boss.
9. Why do you want to leave your current job?	I want more responsibility and new challenges.	I think they are getting ready to let me go.
10. Tell about a problem you had at a job and what you did about it.	We were losing too much money by paying bills late. I studied our cash flow and found a flaw in checks we had written.	I had a disagreement with my supervisor, and now I am looking for a job. It is just uncomfortable.
11. Tell about a mistake you made at work and what would do differently?	I ran out of time to proofread a marketing plan, and I let my assistant take the lead on that project. It was an epic failure, and I think I would have caught the snags in advance if I had taken the time to read the report.	I can't think of anything.
12. What is your career plan?	I would like to be working for a fortune five hundred company like this one in mid-management.	Get a new job.
13. Where do you see yourself in five years?	I would like to be in charge of several big projects and supervising other project managers. I would like to be making decisions for a company.	Hopefully with a new job.
14. Do you have any questions for us?	What is the company's plan for growth and expansion in the next 5 to 10 years?	When will I know if I got the job?

Adapted from: <https://www.dol.gov/odep/topics/youth/softskills/>



THINGS YOU MIGHT WANT TO KNOW

1. **Do a Practice Run**—If you have never been to the place you are going to interview, and if you can, drive by a day or two ahead of time just to make sure that you know where you are going. If you are going out of town that might not be possible, so use your GPS to help you arrive on time. Anything that helps you feel less nervous the day of the interview is going to help.
2. **Leave Early**—Give yourself plenty of extra time to get to the interview, especially if you are going to a place you have never been. Road construction and traffic delays could make you late.
3. **Dress in Business Wear**—For the interview, dress in business wear. Most employers expect you to dress in business-type clothing. Don't wear casual clothes. Don't wear party clothes. There may be some exceptions, depending on where you are interviewing. For example, manual-labor jobs would not require a three-piece suit. A nice pair of dress pants, collared shirt, and tie—maybe a sport jacket—would be fine. Above all, for any interview, be well-groomed and clean. Always have your shoes cleaned and polished. Surprisingly, polished shoes are one of the best ways to help you make good impression.
4. **Have Paperwork Available**—Have extra copies of your resume with you. Also, be ready to hand out a copy of your references, if asked to do so. Before you go to the interview, make sure you have checked with your references about using their names. Have their names and telephone numbers written down, preferably typed to match your resume.
5. **Be Ready to Fill Out Forms**—Be prepared to fill out an application, if you have not already filled one out. Have all of your information available in a nice portfolio-type folder. Know phone numbers and addresses of places you have worked, as well as information about your educational background. If you are hand-writing an application, have at least two black pens in case you have a problem with one.
6. **Practice Shaking Hands**—Shake hands firmly, but don't crush the other person's hand. Say something like "It is nice to meet you" as you shake hands. If your hands are clammy and wet, wipe them off before going into the interview. Hand sanitizer is helpful in getting rid of clamminess.
7. **Relax**—During the interview, take your time and breathe. Restate questions if necessary to give yourself time to think and to make sure that you are interpreting correctly.
8. **Avoid Strong Smells**—Go easy on perfume and cologne for several reasons. Perfumes can trigger allergies and smell association, and some are just offensive to some people.
9. **Research**—Study the company or business that you are interviewing and be prepared to ask some questions when you are asked if you have any questions.
10. **Know When to Ask for Details**—Asking about salary and vacation time is usually not recommended in an interview. However, it is important that you have some idea what the job pays since that will most likely influence your decision, if you are offered the job. Most interviewers will explain those kinds of details at some point during the interview.
11. **Use Manners**—If you are interviewing during a meal, use proper etiquette. Do not order the most expensive item on the menu. Also avoid ordering food that might not be very easy to eat and that you might spill. Do not order an alcoholic beverage, unless you are interviewing for a job in that type of industry, everyone else is ordering one, and it is expected.
12. **Extra Tie, Extra Panty Hose**—If you are wearing a tie, take an extra one. If you are wearing panty hose, take an extra pair. Take hand sanitizer and deodorant. The alcohol in hand sanitizer can help dry your hands, if they start to sweat.
13. **Thank-You Note**—Follow up with a thank-you note. This can be either handwritten and mailed or emailed. If you submitted an application and resume electronically, emailing a thank-you note is acceptable. In today's world, many people prefer electronic mail instead of dealing with stacks of paper. Your note should be written and sent immediately after the interview; you want to stay fresh in their minds, especially if you made a good impression.
14. **No Cell Phone**—Turn your phone off during the interview.
15. **Ask Questions**—Be prepared to ask at least one or two questions about the job, the company, or even the industry. Show an interest.
16. **No Distractions**—If you are involved in a phone interview, make sure you have a good signal and a good battery if you are on a cell phone. Be free from distractions and background noise. Be somewhere quiet, not driving in your car. Speak clearly and vary your tone. Because they cannot see you and you cannot see them, you will not have the benefit of nonverbal cues.

Adapted from: <https://www.dol.gov/odep/topics/youth/softskills/>



Nice to Meet You

ACTIVITY 6

DELIVERING THE PITCH

Now that you have your professional pitch complete, take some time to practice delivering it. "Tell me about yourself."

Is your voice dull or excited? Does the pitch seem natural? Are you able to maintain composure while delivering the pitch?

The professional pitch is a great opportunity to market yourself as a special employee, so spend some time perfecting it!

Be honest. Be bold. Be unique.



INWork

INnovate, INvest, INspire: Skills for Tomorrow's Workforce
teaches the life skills needed to increase the number of
qualified applicants for job openings in Indiana.