**Interviewing**

**Classroom Activities**

**Class Activity: *Constructing a Resume***

The resume is one of the most important tools a student has when job searching. An effective resume that highlights one’s strengths while downplaying weaknesses can be the difference between getting an interview or being tossed to the “No” pile. Many students may not have a resume, or may be unsure how to format an effective one. The purpose of this activity is to have students create a resume that they can use as a starting point for applying to jobs. Thus, this activity will work best if given as a homework assignment.

On the day the assignment is due, have students bring their resumes to class. Instruct the students to engage in a “speed dating” workshop; students will work in pairs and evaluate each other’s resumes for a few minutes. When time is up, one of the students will move on to another partner. Doing this will allow students to work with a number of people with varying levels of resume knowledge to maximize feedback.

**Class Activity: *Mediated Application***

Instruct students to find a clip from a TV show, commercial, or YouTube, that demonstrates good or bad interview techniques as based on the chapter. Students will find the clip as homework, and write a brief summary on how it relates to material discussed in the book. Students should email the clip to their instructor, who will play the clips during class. After each clip, the student will read their summary. Before moving on to the next clip, the instructor should ask for feedback from other students to facilitate a class discussion.

**Class Activity: *On the Spot***

Many people are nervous when it comes to interviews, especially younger students who may not have had much experience in the job market. The purpose of this activity is to familiarize students with the interview process, and give them a chance to practice and hone their interviewing skills. This activity will consist of outside preparation, and in-class facilitation.

Students will be instructed to break up into teams of two. The teams will prepare a mock interview that lasts for five minutes, to be presented in front of the class. The students will need to decide who will be the interviewer and who will be the interviewee. Students should use information from the book, such as defining elements, relational dimensions, types of questions, etc., to prepare their interview questions. However, the interviewer will not be allowed to share their questions with the interviewee. Thus, the interviewee will also have to be well versed in the chapter in order to answer the questions in an adequate manner. After each mock interview, the instructor and class will provide feedback as to what each person did well, and what they should work on.