

MOCK INTERVIEW DAY WORKSHOP



**LET'S
WORK
TOGETHER**

HELLO



**We are so
excited to
work with
you.**

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Introduction to Mock

Why Mock Interviews?

Interviews are a crucial component of postsecondary college and career pathways. Some colleges and universities hold interviews in their admissions process to add depth in their selection decision. Almost all employers in today's workforce require applicants to be interviewed in order to evaluate the applicant's skills, professionalism, and character.

As part of the College and Career Services at Generation Schools Network, Mock Interview Day is a one-day event in which students are given the opportunity to connect with professional volunteers to practice their interviewing skills. The purpose of this event is to provide students with real-life experience of the job search process, as well as an opportunity for professional development through valuable feedback. Through authentic interview practice, students will begin to develop a strong foundation for their college and/or career pathways.

Interviews

A Note on This Toolkit

This toolkit is available for schools and districts to be used by teachers, counselors, and administrators. It can be used in conjunction with college and career curriculum currently instilled in high school classrooms. There are tasks in that are specific assignments for events that are coordinated in partnership with Generation Schools Network. These tasks will be marked with an asterisk (*). Further, there is content in this toolkit that accompanies an optional lesson for teachers to implement before the Mock Interview Day. This content will be marked with a double asterisk (**).

Support Available from Generation Schools

Generation Schools Network is available for support to help facilitate and plan the first few Mock Interview events for a school or district. This support includes aiding in seeking funding for the event, participating in the event planning process, facilitating parts of the event, and sharing community partners. It is important to appoint a facilitator, whether that be GSN or a school-based staff member, with sufficient capacity to orchestrate the event.

This event is recommended for students in 10th to 12th grade with a special emphasis on 10th grade.



Planning

Mock Interview Layout

Student Preparation Before Mock Interview Day

The school can implement an optional Mock Interview lesson provided in this toolkit before the Mock Interview Day. Along with the lesson, students will be given the choice of applying for one of five entry-level jobs (also provided in this toolkit). They will be provided with the job description and Interview questions ahead of time and asked to bring a resume to the mock interview.

If the school chooses to opt out of the lesson, then students will not be given an entry level position and will instead apply for their ideal dream job. The students will still be asked to create a resume before the Day and provide this information to the interviewer. Teachers can provide students with the list of interview questions ahead of time to prepare students for the interview.

On Mock Interview Day

1. Teachers bring their student group to the Mock Interview location.
2. Students fill out pre-survey to evaluate their professional experience and their confidence regarding interviewing.
3. Students will then be interviewed for one of the 5 entry-level jobs** (or their dream job) by volunteer Interviewers for 15 minutes.
4. Interviewers will then provide direct feedback to students and fill out a rubric for students to take home.
5. Students then write thank-you notes to the Interviewers for volunteering their time and expertise.
6. Interviewer nominates students for awards (best resume, most professional, best dressed, etc.) and students are given an award or certificate.

Two Month

2 Months Prior

Logistics

- Determine a date and location
- Create a schedule
- Decide on preparation students will do:
 - Basic prep
 - Resume
 - Cover letter

Facilitators

- Create a list of potential volunteers: teachers, parents, businesses, and other community partners

Marketing & Registration

- Add event to Chalkbeat* and GSN Events & Engagements Calendar*

1 Month Prior

Logistics

- Have a planning meeting to finalize plans
- Confirm day-of logistics with schools/principals and classrooms/locations
- Share details of the Day at a school staff meeting to prep them for the event
- Prep all mock interview materials
- Send detailed email to mock interviewers to prepare them (include rubrics, sample questions, etc.)

Marketing

- Invite any potential GSN funders or partners*
- Invite other schools/principals who might be interested in hosting an event with GSN in the future*

1 Week Prior

Logistics

- Finalize # of students registered for mock interviews and sessions, create schedules

Planning Timeline

- Print out all materials
- Send final email to volunteers reminding them of logistics, schedule, where to meet, what to bring
- Finalize team responsibilities such as setting up, hosting registration, etc..

Marketing

- Designate someone to take photos and interview participants

After Event

Logistics

- Send thank you and survey to Volunteers
- Create a 1-page summary of survey results and share with stakeholders (sample in Toolkit)
- Add detailed report of event to Good News*
- Hold a meeting with key stakeholders to celebrate successes and make improvements

Marketing

- Share pictures and videos with stakeholders, press, and students
- Store record of marketing material for future use

Sample Agenda

Group Number	Timeframe	Mock Interview Groups (20-25 minutes per timeframe)
1	12:00-12:20pm	Teacher/Classroom 1
2	12:20-12:40pm	Teacher/Classroom 2
3	12:40-1:00pm	Teacher/Classroom 3

A blue-tinted photograph of a classroom. A male teacher stands at the front, pointing at a whiteboard. Several students are seated at desks, some looking towards the teacher. The whiteboard has some text and diagrams on it. The overall scene is a typical classroom setting.

[Preparing Volunteers]

Recruiting Volunteers

The following suggestions are templates for different methods of asking volunteers to be Interviewers for the Mock Interview Day. Volunteers could be obtained through teachers, parents, local entrepreneurs, college alumni, and close contacts.

Example Email

Hello,

I am writing to let you know about an exciting event that Generation Schools Network is putting on in conjunction with (School Name). On (insert date), we will be hosting a combined mock interview and networking event for (insert grade levels) from (School Name). The event will last from (time period) and will be held in room (room #) of the (building name).

For the mock interview portion of the event, business professionals will conduct mock interviews with our students for entry level jobs that they will be applying to after finishing High School and/or their postsecondary educations. Interviews are 15 minutes long and we provide a series of guiding questions, a rubric for evaluation, and a tip sheet. Interviews will run from (time period).

If you have any questions or are interested in participating or observing this event, please contact (name) at (email) or by phone (office number).

Thanks for helping make this a truly great experience for our students,

Generation Schools Network and (School Name)

E-Blast Blurb

On (date), students from (High School Name) in (City) which serves more than 300 students from across the (city area), will be hosting business and industry executives for mock interviews. Each student will interview with one business professional. Interested in volunteering for an hour or a morning? Call or email (insert name and position) at (email) or (phone).

Online Post

Mock Interviews

Sign up for a one-hour time slot or come for the whole morning!

(time period)

(time period)

(time period)

Please arrive (time) ahead of your slot for a brief orientation. During each hour you will interview three to four high school students, helping them to practice professional skills. Students will have had practice ahead of time with the interview and will be interviewing for an "entry level job."** There will be a specific list of questions for interviewers (with flexibility to go off script) as well as a rubric for evaluating the interviewee. Interviews should last about 9 minutes with 3 minutes for follow-up with the students. There will then be a 5 minute period where you can fill out your rubric.

Come participate in a fun event to help youth develop vital skills for their future!

Contact List

Create a list of volunteer contacts to keep track of their contact information, as well as the time slot they sign up for.

Mock Interview Volunteer Contact List

Name	Field of Expertise	Email	Phone Number	Time Slot

Volunteer Orientation

Sample Volunteer Orientation Agenda

Volunteer Orientation Date: Wednesday, March 2 nd Time: 9:30 am – 10:00 am	
Topic: Mock Interview Volunteers Supplies: Questions for Mock Interviews, Job Descriptions**, Rubrics for Interviews	
Time	Talking points
9:30	<ul style="list-style-type: none"> ◆ Warm welcome, thank volunteers for coming ◆ Students will be nervous, be encouraging and friendly ◆ This might be their first experience in a professional environment. Will be looking to you as an example on how to communicate professionally & a positive influence
9:35	<ul style="list-style-type: none"> ◆ Go over schedule of the day ◆ Pass out interview questions, job descriptions**, and rubrics ◆ Explain how interviews will go. (Staff Name Leading)
9:40	<p>Icebreaker question to discuss with the people sitting next to you:</p> <p>What is one thing you wish you had known in high school to prepare you for life after graduation?</p>
9:45	They can nominate students for awards at any point during the event: best interviewer, best resume, etc.

Pre Event Details For Volunteers

The following can be given to volunteers as a document during the orientation or can be sent as an email.

Mock Interview Volunteer Orientation

First off, thank you so much for participating in Mock Interview Day at (location)! This event will be a great opportunity for our students to learn valuable skills , and we also hope it will be an enjoyable experience for you. The following information will help you better understand both the purpose of the mock interviews, as well as your role in them. On the day of the Mock Interviews you will be provided with questions for the interview, the rubric on which you will score students, and the list of jobs they will be interviewing for**. If you have any questions, please do not hesitate to contact (GSN staff or school staff) via email at (email) or by phone at (phone number).

Interviewer Qualifications

- ◆ Professional presentation, dress and demeanor
- ◆ Ability to engage students
- ◆ Ability to ask follow-up questions, assess skills and give constructive feedback and encouragement

Interviewer Responsibilities

- ◆ Arrive to the location 20 minutes before first scheduled interview
- ◆ Follow instructions
- ◆ Interview students, give them feedback, help them learn!

The Interviews

Interviews will be approximately 12 minutes long followed by a three minute debrief with the student about how they did in the interview. You will have a five-minute break between interviews to fill out your rubric. This means that you should be able to do 3 interviews in an hour. A Generation Schools Representative will be present to monitor time and to ensure that students get to your interviews on time*.

While students will be applying for specific entry level jobs, the interview questions will be the same. Students have the interview questions and rubric ahead of time so they should be prepared. Although students are interviewing with a specific job in mind, the goal of these interviews is to help them improve their interviewing skills, not to judge whether they are qualified for the job. Your feedback, therefore, should focus on their interviewing skills as opposed to their qualifications.

After the last mock interview session, you will have the opportunity to nominate a student for an award, such as best interview skills, best resume, etc. The winners will be given awards at the end of the Mock Interview Day.

The Students

The students who will take part in this interview are (insert description of school, can include demographics, age level, community background, etc.). This means that (though they will try to not show it) they will probably be very nervous. Nerves in adolescents can come across as disinterest or standoffishness but in reality, it may just be young adults trying to hide their vulnerability. Help students feel comfortable, but do remember that we are trying to help them overcome this so that in a real job interview, they will be less nervous.

Pre-Event Email to Volunteers

Hello,

We are (insert time) out from the Mock Interview Day! Thank you again for taking the time to volunteer and we are excited to have you!

The mock interviews will take place at (School), (Address), room (#). Mock interviews start at (start time) and run until (end time). Attached you will find the schedule for the times that you are signed up. Please arrive 20 minutes before your scheduled start to make sure we have time to get you your materials, get you situated, and answer any last questions before you get going. Please park (insert location and/or directions).

If you have any other questions, please reach out to (insert name) .

Thank you,
(insert name)

Tips for Volunteers

The following Tips and Reminders for volunteers can be included in the email as a document attachment or can be distributed at the Volunteer Orientation.

Tips and Reminders

While the most important thing is for you to be yourself and to act as you would in a normal interview, here are some tips to help out:

- ◆ While we do have a list of questions that you should work from, do not hesitate to ask a follow-up question or to let the conversation go in a slightly different direction if you think it is helpful.
- ◆ At the same time, do not be afraid to redirect back to the questions if needed.
- ◆ Don't feel like you need to get through every question, ask questions in order, or stick to a "script". Feel free to improvise as you like.
- ◆ Feel free to take notes, but if you do, let the student know ahead of time that you are taking notes to remember key points rather than taking note of what they are doing wrong.
- ◆ Remember, the kids will be nervous.
- ◆ You are working with the kids on improving their interviewing skills so focus your comments on these skills rather than whether or not they got the job.
- ◆ Always try to sandwich your criticism with a couple positives: a strength, followed by something to work on, then ending with something positive. You definitely want to start with some positives to get them less nervous.
- ◆ Shake hands and introduce yourself in the beginning and shake hands again at the end. Students should be prepared to do likewise.
- ◆ Do not fill out the rubric until the student leaves. Doing so in front of them will be counter-productive. Talk with them at the end about their performance, but not specific scores.
- ◆ Dress the part. Come in dressed up. It will add to the reality of the situation for the students.
- ◆ Have fun. While this is a serious exercise for the students, don't feel it needs to be a solemn affair. Laugh with them and engage their personalities—they are great!



Optional Entry Level Jobs!

The following are the five proposed jobs students can interview for if schools choose to implement the workshop in this manner. The sample entry level positions include five actual job positions for Medical, Business, Arts, STEM (Science, Technology, Engineering, & Mathematics), and Social Services career pathways. The job positions were obtained from Indeed.com in 2017. Students choose which of the five jobs to interview for ahead of time and bring a resume. While students will be applying for specific entry level jobs, the interview questions will be the same.

Medical Position

Job Title:	Medical Office Assistant
Location:	Vail, Colorado
Employment Status:	Full-Time
Base Salary:	Hiring wage depending on experience

About Us: If you are a compassionate, dedicated professional, ready to join over 400 of the top professionals in the field, we strongly encourage you to consider Mind Springs Health or our psychiatric hospital, West Springs. Our cutting-edge programs, eye-opening success rates and evidence-based treatment are transforming the industry. Our expanding facilities and growing reputation as a Center of Excellence make this a prime time to join our team. The Western Slope of Colorado makes an appealing location for our staff members and their families. We have locations ranging from famous resort areas to rustic small towns. All are close to every form of year-round outdoor recreation and surrounded by classic Colorado vistas. Mind Springs Health and West Springs Hospital are an Equal Opportunity Employer with an Affirmative Action Plan and a tobacco and drug-free work environment policy.

Job Description: Provide direct services and supervision to the clients in the Child and Adolescent Program and/or the Adult Outpatient Program. Coordinate care with other clinical and medical staff as necessary, and as directed per Multidisciplinary Treatment Plans. Interact with clients and provide support, structure, stability, and positive role modeling. Responsible for conducting vital signs, patient intake, obtaining approval for prior authorizations, and medication data entry into electronic medical records.

Qualifications: High school diploma or equivalent required. Certified Nursing Assistant (CNA) or Medical Assistant Certificate required. One (1) year previous experience in human services related field preferred.

Business Position

Job Title: Entry Level Position at Nova Marketing Strategies
Location: Greenbelt, Maryland
Employment Status: Full-Time
Base Salary: \$35,000-\$45,000/year

About Us: We are a top of the line Management Firm that handles accounts for some of America's largest corporations. We are partnered with Sprint & Google (Google Nest).

Job Description: We looking to hire in ALL departments in our office located in Greenbelt.

Responsibilities include:

- ◆ Provide fantastic customer service
- ◆ Identify customer needs, create solutions and ensure a positive experience
- ◆ Open and maintain customer accounts, prepare product or service reports, collect and analyze customer information
- ◆ Establish, develop and maintain positive customer relationships
- ◆ Handle complaints, provide appropriate solutions and alternatives, and follow up to ensure resolution

- ◆ Follow communication procedures, guidelines and policies
- ◆ Meet customer service team quotas and quality goals

Qualifications:

- ◆ Proven work experience as a customer service or sales representative
- ◆ Excellent customer service skills
- ◆ Outstanding listening and phone etiquette skills
- ◆ Ability to handle customer situations in a polite, professional and timely manner
- ◆ Advanced communication, selling and problem resolution skills
- ◆ Excellent time management, organizational skills and ability to multi-task
- ◆ Ability to work independently and/or in a team environment

Arts Position

Job Title: Junior Graphic Designer at American Financing Corporation
Location: Aurora, Colorado
Employment Status: Full-Time
Base Salary: Hiring wage depending on experience

About Us: American Financing is seeking a passionate, proactive, creative and engaged individual who will be the key partner and collaborator with marketing, product development and engineering to provide the best possible designs for our digital marketing channels and our online experience. You will act as the voice of the customer, the voice of good design and user experience, and a key member of our product and marketing teams.

Qualifications:

- ◆ Bachelor's Degree
- ◆ Proficient with Google Analytics
- ◆ Working knowledge of HTML/CSS
- ◆ Strong understanding and consideration for visual design for high converting marketing assets, landing pages & funnel flows
- ◆ A clear understanding of how different devices impact user experience & conversion
- ◆ Ability to challenge the status quo & push our limits of creativity

- ◆ Collaborative, proactive, self-motivated individual with an inherent curiosity to learn

Responsibilities:

- ◆ Develop all digital marketing assets and landing pages. Constantly test & iterate to improve conversion & optimize the customer experience
- ◆ Redesign key aspects of the site experience & work with product, marketing & engineering on the future roadmap of product ideas
- ◆ Conduct user research & evaluate user feedback, synthesize and translate into actionable results
- ◆ Conceptualize and communicate design ideas to stakeholders of all levels within an organization
- ◆ Create polished, production-ready UI designs across various resolutions

STEM Position

Job Title:	Process Engineer- Entry Level at TDK Components USA, Inc.
Location:	Peachtree City, Georgia
Employment Status:	Full-Time Base
Salary:	\$54,000-\$57,000/year

About Us: We are a Multilayer Ceramic Capacitor manufacturer looking for a Process Engineer to work with the Process Engineering Manager to initiate, coordinate, and implement manufacturing process improvement initiatives for the facility. The Process Engineer 1 will assure that timely and effective results of process improvements are accomplished. In addition, this position will serve as a generator and coordinator of ideas for process improvement techniques and implementation strategies.

Qualifications:

- ◆ Degree in Mechanical Engineering or Industrial Engineering from a four year accredited university
- ◆ Ability to read, analyze, and interpret industry related journals
- ◆ Ability to effectively present information
- ◆ Ability to apply principles of logical or scientific thinking to a wide range of intellectual and practical problems
- ◆ Demonstrated operating knowledge of computers and the Microsoft operating system with intermediate to advanced level ability within Word, Excel, and Access software programs
- ◆ Excellent communication skills, both written and oral
- ◆ Ability to prioritize multiple projects

Responsibilities:

- ◆ Optimize, monitor, and maintain manufacturing processes and equipment calibration to meet or exceed plant safety, product quality, and operational productivity requirements
- ◆ Utilize project management skills to design and implement equipment that improves the manufacturing process and facility
- ◆ Confers with management, engineering, and other staff regarding manufacturing capabilities, production schedules, and other considerations to facilitate production processes
- ◆ Evaluate and improve manufacturing methods and processes, utilizing knowledge of product design, materials and parts, tooling and production equipment capabilities, assembly methods, and quality control standards
- ◆ Uses problem solving and project management skills to solve a wide array of technical problems
- ◆ Communicates well and works with others to resolve problems and accomplish work through various company resources
- ◆ Organizes technical problem solving strategies clearly and presents them effectively to all concerned parties

Social Services Position

Job Title: Entry Level Youth Counselor at Lutheran Social Services
Location: Wittenberg, Wisconsin
Employment Status: Full-Time
Base Salary: \$12/hour

About Us: Lutheran Social Services of WI & Upper MI wants you to join the team at Homme Youth and Family Programs, a nationally known treatment program serving children and adolescents dealing with issues of sexual perpetration, delinquency, cognitive behavioral issues or dual diagnosis, and independent living support as a Youth Counselor. Our programs provide structured daily schedules and activities, sight and/or sound supervision, individual and group therapy, family therapy when possible, spiritual care if desired, on-campus educational services, and reintegration to the community.

Benefits:

- ◆ Medical/Dental/Vision Insurance
- ◆ Flex Spending for Dependent & Health Care
- ◆ Low Cost Dorm-style Staff Housing available onsite
- ◆ Mileage reimbursement
- ◆ Paid Time Off
- ◆ 9 Paid Holidays
- ◆ Service Awards and Recognition

Qualifications:

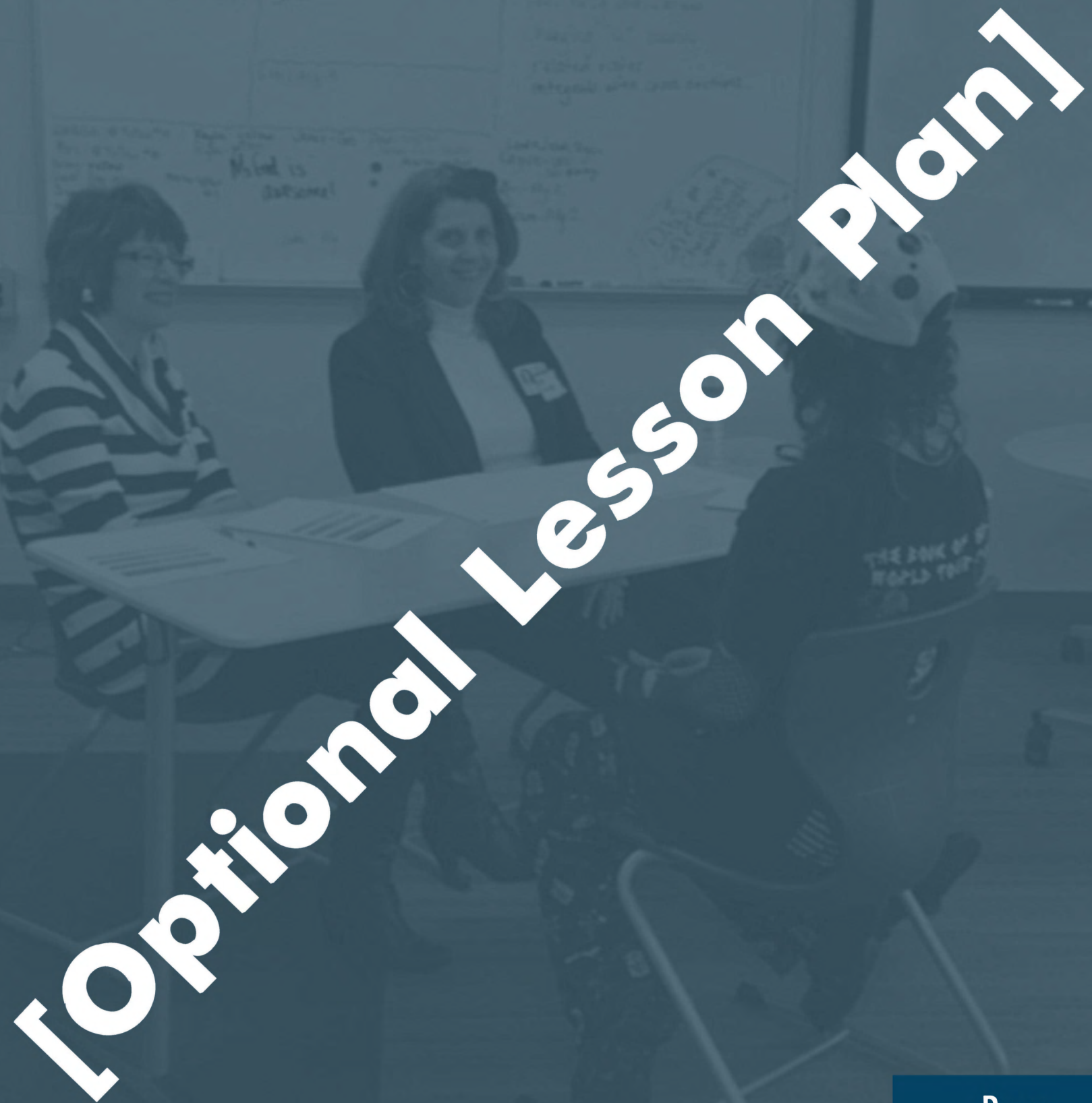
- ◆ Graduation from a high school or GED equivalency.
- ◆ Minimum of (2) years of work experience working with high-risk adolescents, using behavioral modification or behavior

management systems in a school, residential facility, or community based services

- ◆ Bachelor's Degree preferred
- ◆ Experience in crisis management
- ◆ CPI/POSC certification required but can be obtained after hire

Responsibilities:

- ◆ Interacts with clients on an individual or group basis providing guidance and a positive support system
- ◆ Maintaining sight and sound supervision at all times, provides oversight and care for clients in residential settings and in the community
- ◆ Records observations relating to actions and behavior of clients and maintains records and reports as required
- ◆ Monitors access to bathroom/shower to ensure personal hygiene of clients
- ◆ Organizes and distributes clothing, bedding, and other supplies
- ◆ Ensures clients and their living space are organized, safe and free of contraband
- ◆ Within established guidelines, provides information to and interacts with parents, referring workers, therapists, and other professionals concerning the status of clients



Optional Lesson Plan 1

Introduction

The following optional lesson plan is provided by Generation Schools Network's High School College and Career Readiness Lessons (HS CCR Tier 3: Exploring the World of Work). This lesson plan has been adapted to fit the needs of students participating in the Mock Interview Day.

About This Lesson

In this lesson, students will review professional etiquette surrounding interviewing for a job, including common interview questions, interview tips and professional dress code. This lesson will culminate with a Mock Interview Day where industry professionals will assess students in their interviewing skills. Students will receive feedback in order to improve. The lesson is divided into three sections: Resume Building, Interview Questions & Practice, and Dressing for Success. Teachers have the flexibility of using facets of each section in one class period, or can teach all sections over several class periods. The last subsection (pg. 29 Mock Interview Preparation Guide) contains the documents needed for all activities in this lesson.

Standards

Students will:

- ◆ Learn how to write a resume. (ASCA C:A2.6)
- ◆ Identify long-term and short-term academic, career, and social/emotional goals. (B-LS 7)
- ◆ Use effective oral and written communication and listening skills. (B-SS 1)
- ◆ Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace. (ASCA C:A2.8)
- ◆ Know that communication involves speaking, listening and nonverbal behavior. (ASCA PS:A2.7)
- ◆ Learn to make decisions. (ASCA C:A1.5)
- ◆ Demonstrate social maturity and behaviors appropriate to the situation and environment. (B-SS 9)

Objectives

Students will be able to:

- ◆ Write a future resume and envision what their professional lives will be like in five to ten years.
- ◆ Communicate effectively and appropriately in a professional environment.
- ◆ Develop quality answers for common interview questions.
- ◆ Understand appropriate interview protocol.
- ◆ Identify appropriate ways to dress for an Interview.



Section One: Building a Resume

Materials

Student Computers

Digital or paper copies of the *Resume Template* (see pg. 29 Mock Interview Student Preparation Guide)

Copies of sample resumes (print a few from Google Search)

Instructions

1. In this section, students will be creating a resume that will reflect their academic and professional experiences. Explain to students that they will be required to bring a resume for their Interviewer on the day of the mock interviews.
2. Ask the students what a vision statement is. Facilitate a short discussion about the importance of goals and vision statements when it comes to achieving success in life.
3. Conduct an overview of the *Resume Template* contents and describe how to fill it out correctly. Provide students copies of sample resumes obtained through a google search or through <http://susanireland.com/>
4. If time permits and there is sufficient access to computers, students should create digital versions of these documents by copying and pasting the first template found at the end of this section into a word software (e.g., Microsoft Word) and inserting text as appropriate. If there are not enough computers, students can write directly onto the second template found at the end of the section.
5. If time permits close this section by having students complete the Reflection Questions:
 - ◆ What was the most difficult part of preparing a resume?
 - ◆ What additional experience do you think you would need for your dream job? How can you get that experience?

Section Two: Interview Questions And Practice

Materials

Enough copies of the *Do's and Don'ts of Interviewing* handout (see pg. 29 Mock Interview Student Preparation Guide)

Writing utensils

A ready-to-play video about answering interview questions (see instructions)

Instructions

1. Explain to students that the focus of the class period will be interviews. Tell students that, although some employers may have unique questions, there are common interview questions that are used by most organizations
2. Show students example video about answering interview questions. Suggestions include:
 - ◆ "25 Most Common Job Interview Questions And How To Answer Them" (0:00-5:25): <https://www.youtube.com/watch?v=Aw1ekqxULTs>
 - ◆ "How to answer the ten most common interview questions" (0:00-4:00): <https://www.youtube.com/watch?v=efXCGF3Oo4Q>
 - ◆ "Interview Dos and Don'ts" (1:12-3:07): <https://www.youtube.com/watch?v=S1ucmfPOBV8>
3. Ask students to identify at least five interview "should's." Write those on the whiteboard. Have students identify job interview questions and write those on the whiteboard.
4. If time permits, tell students that they are going to begin practicing their interview responses. Have students circle two questions on their guides. Next, instruct students to stand and arrange themselves in two concentric circles—one inside the other.

5. During each round, the students on the inside circle will begin by asking their partners facing them one question from the whiteboard or video. Once answered, the students on the outside circle will pose their question to their partner on the inside of the circle. When each pair has asked and answered, the outside circle will rotate to the left one position and the questioning repeats. Continue until the pairs return to their original position.
6. Distribute the *Do's and Don'ts of Interviewing* (see pg. 29 Mock Interview Student Preparation Guide). If time permits, go over the guide with students and answer any questions they may have.
7. Close the lesson by having students complete the Reflection Questions:
 - ◆ What is the most stressful part of interviewing?
 - ◆ If you could give one piece of interviewing advice to your classmates, what would it be?
 - ◆ How has this lesson prepared you for the Mock Interview Day?



Section Three: Dress for Success

Materials

Copies of the *Dressing for Success Guidelines* (see pg.29 Mock Interview Student Preparation Guide)

Dry-erase markers

A digital or physical copy of the *Ideal Interview Wardrobe Graphic Organizer* (see pg. 29)

Student computers with Internet access

Instructions

1. Distribute the *Dressing for Success Guidelines* (pg. 29) to each student. Popcorn read the handout as a class.
2. After you have read through the guidelines, write the following on the whiteboard: "What to Avoid." Ask students to come to the whiteboard and write suggestions about what clothing should be avoided. Review suggestions as a class to check for agreement.
 - ◆ Short Dress for Success video: <https://www.youtube.com/watch?v=HHb9Xwq29ro>
3. Tell students that they will apply their knowledge to a virtual shopping activity. Students will create an ideal interview wardrobe. Direct students to explore various department store websites to find ideal wardrobe pieces in each category listed in the graphic organizer. Students can copy the website pictures of each wardrobe piece and paste them into a digital version of their 'Ideal Interview Wardrobe Graphic Organizer' (see end of lesson plan) or simply make notes describing the pieces on a paper copy of the Organizer.
4. Have students pair up to share and discuss their wardrobe selections.
5. Close the lesson by having students complete the Reflection Questions:
 - ◆ Will it be difficult for you to dress for success? Explain.
 - ◆ Do you know of any affordable clothing stores in your area? Describe to students that stores such as Goodwill have great options for quality, affordable clothing.
 - ◆ What can you do to prepare yourself to dress for success in the future?

Mock Interview Student Preparation Guide

Student Resume

[Address, Phone, Email]

[Your Name]

Objective [Briefly describe your career goals or ideal job]

Experience [Dates] [Company/Organization Name] [City, ST]

[Job Title]

- [Job Responsibility/Achievement]
- [Job Responsibility/Achievement]
- [Job Responsibility/Achievement]

[Job Title]

- [Job Responsibility/Achievement]
- [Job Responsibility/Achievement]
- [Job Responsibility/Achievement]

[Job Title]

- [Job Responsibility/Achievement]
- [Job Responsibility/Achievement]
- [Job Responsibility/Achievement]

Education [Dates] [School Name] [City, ST]

[Degree Obtained]

- [Special Award, Accomplishment, Degree Minor]

Volunteer [Briefly list any volunteer work, Dates]

Interests [Briefly list Interests that may pertain to the job]

References References are available upon request.

Mock Interview Student

Mock Interview Questions

Personal Interview Questions

1. Tell me about yourself. What motivates you?
2. What are your strengths?
3. Why are you interested in this role?
4. Where do you see yourself in 5 years? in 10 years?
5. What previous work experience do you have?

Academic Related Interview Questions

1. What classwork has best prepared you for this role?
2. What work or school activities have you participated in that would relate to this job?
3. What has your attendance record been like in school?
4. What were some of your favorite/least favorite classes? Why?
5. How would your teachers describe you?

Situational Interview Questions

1. Give me an example of a time in which you handled an important deadline.
2. Can you describe a time you worked on a team? What was your role?
3. Describe a time where you disagreed with a classmate or teammate on a project.
4. Describe a situation when someone critiqued your work. How did you respond?
5. What makes you uncomfortable in a workplace?

Preparation Guide

The Do's and Don'ts of Interviewing

Do's

- ◆ Dress professionally. Your clothing makes a first impression. Employers will make conclusions about your seriousness and interest upon first seeing you.
- ◆ Have the contact information of your Interviewer. If you do happen to be running late, it is important that you communicate your status as soon as possible.
- ◆ Make eye contact.
- ◆ Offer your interviewer(s) a firm, confident handshake.
- ◆ Plan to use the restrooms during breaks or before/after interview sessions.
- ◆ Arrive early.
- ◆ Silence your phone.
- ◆ Bring paper or a device on which to take notes.
- ◆ Have extra copies of your application materials. If relevant, consider bringing your resume, CV, reference list, and transcripts.
- ◆ Prepare for interview questions. Do not memorize responses, but at least identify what information you want to highlight.
- ◆ Use your emotional intelligence. While it is important to be your best professional self, it is also helpful to be able to read your interviewer and your surroundings.
- ◆ Take time if you need to think about a question. It is okay to ask an interviewer for clarification or to repeat a question.
- ◆ Remember to use examples (when applicable) in your answers. Few questions can be answered with a "yes" or a "no."
- ◆ Remember that every question asked your way is an opportunity for you to sell yourself.
- ◆ Demonstrate SLANT. Sit up, lean forward, ask questions, nod your head, and track the speaker. Body language says a lot about a person.
- ◆ Ask questions during the interview. Whenever an interviewer asks if you have questions, consider this another point of assessment. Think of relevant questions beforehand that showcase your knowledge of the organization, your interest in the position, and your problem-solving and critical-thinking skills.
- ◆ Get contact information before you leave. This is usually in the form of business cards.
- ◆ Emphasize your interest in reaching the next steps of the hiring process. This can be done by inquiring into the next phases.
- ◆ Be appreciative. Writing virtual and handwritten thank you notes to all of your interviewers shows your professionalism and interest. Consider bringing stationary with you so that you can drop off a note in the organization's mailbox before you leave.

Mock Interview Student

Don'ts

- ◆ Go to sleep late the night before your interview. Mentally checking-out during the interview indicates that you are not interested in the position.
- ◆ Arrive late.
- ◆ Chew gum.
- ◆ Eat messy or smelly food beforehand.
- ◆ Wear any over-the-top distractions. A political shirt, strong perfume, or inappropriate shoe-wear can distract from your qualifications. Interviewers are usually talking to many candidates, so make sure that s/he remembers you for the best possible reasons.
- ◆ Talk badly about anyone.
- ◆ Talk arrogantly about yourself. Remember, interviewers are also assessing how candidates will mesh with the rest of the staff. If an unattractive characteristic is detected, that may deter interviewers from offering you the position.
- ◆ Lie about your accomplishments. You are deserving of this opportunity. Be confident in what you have and what you have done.
- ◆ Answer your phone or text during the interview.
- ◆ Ramble.
- ◆ Ask about compensation unless the topic is brought up.
- ◆ Drink alcohol if on a lunch interview.
- ◆ Talk about character flaws.

Dressing for Success Guidelines

Follow these suggestions:

- ◆ Your clothing should not detract from your responsibilities. A political shirt or sweatpants could leave a negative impression on coworkers, partners, and clients. Especially when you are just starting a new position, consider dressing safely. Button down shirts and khaki pants or skirts are acceptable in most work places.
- ◆ Be polished and groomed. Make sure your clothing fits you well and has no wrinkles or stains.
- ◆ Tuck in your shirt, wear a belt, tie your shoes, and aim to match.
- ◆ Wear clothing that you can be both comfortable and confident in. While the workplace is not a runway, you still want to be comfortable throughout the day. Think of “business casual” as a school uniform – allowing people to relax and go about their business without any distractions.
- ◆ Refrain from wearing sleeveless shirts and shorts.

Preparation Guide

- ◆ Sometimes, the weather can be an obstacle. If you are walking through rain and snow to get to the workplace, consider wearing boots for the way there. Once you arrive, change into your more professional shoe wear.
- ◆ Make sure that your work bag, if applicable, reflects your clothing standards. It should be professional, polished, and not make a statement.
- ◆ Before heading off to an interview or work, ask yourself if your outfit would be something you would wear with your friends. If your answer is “yes,” consider trying on a different outfit.
- ◆ Remember, the workplace should be a safe and professional place. You and your clothing choices are not responsible for any type of lewd comments or sexual harassment. If someone is behaving inappropriately, go to human resources or your supervisor.

My Ideal Interview Wardrobe: Graphic Organizer

Pants/Skirt	Shirt/Blouse	Shoes	Hairstyle	Misc. Accessories



[Workshop Content]

Pre-Survey

The following pre-survey is to get a baseline of the student's confidence and experience with the job application process and their interviewing skills. Students then take the same assessment at the end of the Day and the data is compared for student and school reference, as well as for a survey summary of results.

I feel confident asking an adult/mentor for advice concerning my future career path.

1	2	3	4	5
Strongly Disagree				Strongly Agree

I feel good about my interview skills.

1	2	3	4	5
Strongly Disagree				Strongly Agree

I know the steps I need to take in order to start my chosen career path.

1	2	3	4	5
Strongly Disagree				Strongly Agree

I can find my way through future job-seeking related problems.

1	2	3	4	5
Strongly Disagree				Strongly Agree

I believe that I will be able to find a good job that meets my needs.

1	2	3	4	5
Strongly Disagree				Strongly Agree

I have a plan for after high school.

1	2	3	4	5
Strongly Disagree				Strongly Agree

Personal Interview Questions

1. Tell me about yourself. What motivates you?
2. What are your strengths?
3. Why are you interested in this role?
4. Where do you see yourself in 5 years? in 10 years?
5. What previous work experience do you have?

Academic Related Interview Questions

1. What classwork has best prepared you for this role?
2. What work or school activities have you participated in that would relate to this job?
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5. What makes you uncomfortable in a workplace?

Interviews

Sample Rubric for Interviewer

Student's Name: _____ Date: _____

Category	3	2	1
Handshake / Intro	All three of these: Firm handshake, eye contact, clear introduction	Does 2 of these: Firm handshake, eye contact, introduction	Does 0 or 1 of these: Firm handshake, eye contact, introduction
Eye Contact	Made eye contact when appropriate	Made little eye contact	Made no eye contact
Body Language	Did all of these: Sat up straight, gestures supported talking points, appeared friendly	Did 2 of these: Sat up straight, gestures supported talking points, appeared friendly	Slouched, fidgeted, or appeared disinterested
Language	Used professional and appropriate language	Used slang and inappropriate terms sometimes	Used slang and inappropriate terms often
Ability to Answer Questions	Gave complete answers and used examples to illustrate talking point	Gave complete answers, but didn't use examples	Gave incomplete answers or did not answer questions
Ability to Converse	Student appeared comfortable and engages all of the time	Student appeared comfortable and was engaged some of the time	Student appeared uncomfortable and was engaged none of the time
Ability to ask Questions	Asked appropriate questions for an interview	Asked inappropriate questions for an interview	Asked no questions

Would Recommend Student (circle) : Absolutely Probably Maybe No

Great Job On: _____

Needs to Work On: _____

Comments: _____

Thank You Notes

Give students time to write handwritten thank you cards to volunteers while volunteers are filling out rubrics.

Sample Thank You Notes

To Whom It May Concern:

Thank you so much for coming to my school and taking time out of your day to do a mock interview for me. I really feel that it strengthened my skills in interviews. I also hope that you keep doing this for more schools so that more kids are prepared for their first real interview.

To whom it may concern,

Thank you very much for coming to my school to host mock interviews. It helped me know my interview skills and what to do next time. I appreciate that you spent time to come here.

A blue-tinted photograph of a classroom. In the foreground, a student is seen from behind, raising their right hand. Other students in the background are also raising their hands. An American flag is visible in the background. The text 'Post-Event' is written diagonally across the center in white.

Post-Event

Student Post Survey

Instructions: Now that you have gone through the process of preparing for mock interviews, please reflect on how you have grown in your confidence related to job and future readiness. Thanks very much for your feedback!

I feel good about my interview skills.

1	2	3	4	5
Strongly Disagree				Strongly Agree

I know how to dress professionally for a job interview.

1	2	3	4	5
Strongly Disagree				Strongly Agree

I feel confident in my ability to answer an employer's questions.

1	2	3	4	5
Strongly Disagree				Strongly Agree

I know and can demonstrate professional body language,

1	2	3	4	5
Strongly Disagree				Strongly Agree

I feel confident in my ability to ask relevant questions at an interview.

1	2	3	4	5
Strongly Disagree				Strongly Agree

Volunteer Post Survey

Name: _____ Phone: _____
Email: _____ Organization: _____

What did you enjoy the most about your volunteer experience today?

What would you improve about this experience for the future?

Would you be interested in volunteering with us more in the future? Yes No
Please share any particular areas of interest.

Please circle the number to which you feel best represents your volunteer experience, with 1 being the least and 5 being the most.

How prepared did you feel for the event?

1	2	3	4	5
Not at all prepared				Fully prepared

How meaningful was the volunteer work you did for this organization/school?

1	2	3	4	5
Not at all meaningful				Extremely meaningful

How appreciated did you feel?

1	2	3	4	5
Not at all				Extremely

Overall, were you satisfied with your volunteer experience?

1	2	3	4	5
Not at all satisfied				Extremely satisfied

How likely are you to recommend this organization to others as a place to volunteer?

1	2	3	4	5
Not at all likely				Extremely likely

Awards

The following are potential titles that Interviewers can nominate students for in order to be presented with a certificate or award.

- ◆ Best Prepared
- ◆ Best Dressed for Success
- ◆ Best Resume
- ◆ Best Speaker
- ◆ Best Body Language (handshake, eye contact, etc.)
- ◆ All Star: Most Prepared, Best Resume and Outfit Overall
- ◆ Most Improved (based on pre- and post survey)

HELPFUL?

**We'd love your
feedback. Please share
your stories, comments,
and ideas with us by
emailing
volunteer@
generationschools.org.
Thanks!**



**LET'S
GET
STARTED**

ELEVATING THE EDUCATION EXPERIENCE
GENERATION
SCHOOLS NETWORK