

# Tips for a Successful Job Interview

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# Workshop Agenda

- Overview
- What to expect
- Know your audience
- Know yourself
- General Guidelines
- Types of Questions
- Effective Teaching Demonstrations
- What Next

# Panel Interview

- 5-8 faculty members plus a representative from Human Resources
- Interview may be 30-40 minutes with a 10-15 minute teaching demonstration
- Classroom setting or conference room
- Panel member introductions
- Focus on the individual asking the question
- Panel members often take notes
- Checklist of qualities they want, grade your answers and compare scores of all those interviewed

# Preparation is Key to a Successful Interview

- Preparation allows you to:
  - Feel more confident and relaxed
  - Focus on your best qualities and therefore sell yourself more effectively
  - Build a bridge for the interviewer that highlights your applicable skills and positive qualities to demonstrate that you are the best person for the job



# Job Announcement

- Review the official job announcement for:
  - Key Words
  - Preferred Qualifications
  - What is highlighted in the job description?



# Research the College

- Review SRJC's website, specifically:
  - SRJC's Fact Book
  - Student Services available for all students
  - Department website
  - AFA Contract – Job descriptions
  - SLO's
  - Future trends inside your specific curriculum
  - Multi-campus district
  - If teaching off site – how do you connect to SR campus



# Informational Interviewing

- Talk to other faculty in your department who are not on the hiring committee
- What challenges is the department facing
- This information will help you decide what to focus on in your interview



# Know Yourself

- Have 50-60 minutes to communicate your skills
- Take inventory of your strengths and accomplishments
- Types of people you enjoy working for and with
- Goals
- Strengths and Weaknesses
- Make a list of your prior responsibilities and how they fit with the job
- Values – what's important to you?






# Know Yourself

- Review your specific experiences, skills and accomplishments relevant to this job
- Relate your goals to the institution's goals
  - Basic Skills Initiative
  - Mission Statement
  - Student Diversity
- How can you help SRJC?



# Know Yourself

- Don't forget your “soft skills”
  - Enthusiasm
  - Confidence
  - Dependability
  - Energetic
  - Positive attitude
  - Personable
  - Plays nice with others

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- Feel more confident and relaxed
  - Be yourself
  - Stand out from the crowd



# General Guidelines

- Allow plenty of time to arrive
- Check your appearance
- Breathe – feel your feet on the ground
- Dress
- Good eye contact, firm handshake
- Body language
- Pay attention
- Modesty vs. overconfidence



# General Guidelines

- Breathe again
- Silence is ok
- Stress results, related experiences and accomplishments
- Keep explanations brief and factual but use the time given to you



# General Guidelines

- Avoid clichés – give examples from past work history
- Don't give them a reason to screen you out
- You control content – know what you want to get across
- Keep it positive
- Breathe again



# Practice, Practice, Practice

- Use a clock
- Practice with a friend
- Solicit feedback on communication skills, body language, ability to articulate



# Types of Questions

- Tell us about yourself
  - Initial questions are an opportunity to establish rapport and help you relax
  - Applicants who make a strong statement in the first few minutes about their skill, education and enthusiasm make the best impression
  - Answer in terms of your qualifications and the job to be filled
  - Be ready, be articulate
  - Even if you've said it in your paperwork, mention important points again





# Types of Questions

- How can you predict what questions may be asked?
- Give examples that demonstrate your qualifications using the PAR method (from Suzanna Papa):
  - P- problem you have faced
  - A –the action you took
  - R – what was the result, what did you learn

What are some of the more difficult questions you've experienced?



# Types of Questions

- Diversity
- Curriculum Development
- SLO's and assessment
- Knowledge of student learning styles
- Non teaching responsibilities
- Developmental needs of students and strategies to adapt teaching materials to meet those needs
- Scenario questions



# Behavioral or Scenario Questions

- “What would you do if ...”
  - Breathe, use common sense
  - This is where your homework comes in
  - “One of the things I would consider or try is ...”
  - <http://web.mit.edu/career/www/guide/star.html>
  - <http://www.careerservices.wayne.edu/resources/behavioralinterviewinfo.pdf>



# Personality Questions

- “What type of colleagues do you...” or “What type of students ...”
  - Are you a fit with the department?
  - How do you relate to others
  - Be honest and support answer with examples from experience



# Closing Statements

- “Is there anything else we should know about you?”
  - Prepare a strong closing statement summarizing why you’d be a good fit
  - Opportunity to add anything you may have forgotten or that didn’t fit with any of the previous questions



# Questions for the Committee?

- Demonstrates interest
  - What does the department do to encourage retention?
  - Is there a mentoring program for new instructors?
  - “From your department website I noticed that .... Can you tell me more about that?”
  - “Is there anything I can clarify for you?”
  - “When will you make a decision?”



# Teaching Demonstrations

- Human Resources provides guidelines after you are selected for interview
  - Dictated Topic or choose from topics or your choice
  - Time frame allotted
  - “Pretend” teaching demonstration to students using the panel members as “students”
  - Some departments recruit students to serve as audience
  - Present the lesson to panel members as a group of peers

**Read the directions carefully!**



# Teaching Demonstration Tips

- Set the big picture for the presentation or teaching demonstration
  - Clearly explain the context for the lesson
  - Where might it fall in the semester
  - Does it follow a particular reading or assignment
  - Is this preparatory for what comes next in the course
  - How does it connect to course objectives
  - What do you want students to learn from the lesson





# Teaching Demonstration Tips

- Type up a clearly defined lesson plan with clear objectives
  - Format should allow panel members to do a quick survey while listening to presentation
  - Bullet points, easy to read
  - Use course outline of record to match objectives
  - If based on a short reading, possibly provide copies of the reading



# Teaching Demonstration Tips

- Utilize a range of teaching methods
  - Visuals, use of technology should be relevant to lesson
  - Don't just follow a PowerPoint – engage your audience
  - Can you incorporate use of on campus resources, if appropriate (Native American Museum, Art Gallery or library reference collection)
  - Be creative – think outside the box but not for the sake of “wowing” your audience, it must be relevant
  - Does the lesson fit the skill levels of your student population?



# Teaching Demonstration Tips

- Bring sample assessment materials that compliment the lesson plan objectives
  - Use course outline of record as guide
  - Allows panel members to see broader picture for how you plan to deliver and assess the subject
  - Bring copies for all members



# Now What?

- Send a note or email thanking committee members for their time.
- Breathe a sigh of relief for a job well done
- Interview Committee usually meets after the last interview to decide who will go forward to Vice President for second interview.