

Faculty Interviews

Objective: Students will develop interviewing skills in order to intelligently ask questions to help make college decisions. They will also be able to locate and identify administrators, professors, students, and staff and ask appropriate questions to each of these individuals.

Overview: The faculty interviews are the first chance students have to come up close and personal with college administrators, and deans. The students will see how an interview works before receiving the chance to interview as a group. The goal is for students to become comfortable asking questions that will help them find the information they may need in any situation.

Materials:

Handout 1: Model Interview (mentor volunteer interviews college professional)

Handout 2: Faculty Interviews (group interviews three faculty members sequentially)

Handout 3: Dean Interview (group interviews a college Dean)

Preparation:

1. Establish an interview time with a professional, three faculty members and the Dean of a college. These interviews will need to be set at least 1 month in advance.
2. Find a mentor volunteer who will be a great role model as the first interviewer. A day or two before the interview make sure the role model understands proper interview etiquette such as; professional dress, questions prepared ahead of time, need to introduce yourself and where you are from, need to ask permission to interview, and finally, the requisite thanking of the interviewee for their time. They will be coached to make errors for the value of critique.

Instructions: (Total exercise: about 2 hours)

Part 1: (20 minutes)

Note: *The class stays together either in the classroom or assigned conference room and receives visitors: Mentor and professional, faculty member#1, faculty member #2, faculty member#3 and Dean.*

- a. The goal for the first interview is for students to see how a professional interview is conducted. The role model mentor will conduct this first interview. The students will follow Handout 1. It starts by explaining what an interview is and some of the protocols.
 - i. These protocols are:
 1. Speaking clearly.
 2. Have questions prepared in advance
 3. Writing short responses

- b. During the interview, students will not be writing responses but critiquing the model interviewer by how they stand, act, say and compose themselves overall.
- ii. Here are some attributes to a good interviewer:
 1. Speaking Clearly.
 2. Using appropriate/professional language
 3. Introducing yourself
 4. Body language
 5. Eye contact
 6. Standing straight
 7. Nodding
- c. After the interview we will have a 5 to 10 minute group discussion about what we observed during the model interview.
- iii. Here are some prompts to guide discussion:
 1. Did the interviewer introduce themselves?
 2. Did the interviewer ask if they could interview the interviewee?
 3. What type of language did they use?
 4. What was their tone?
 5. What was the body language like while they listened?
 6. Did the role model make eye contact or fidget?
 7. Did they shake hands?
 8. Did they thank the interviewee?
 9. What can the role model do better next time they interview an individual?
 10. Remember to focus on the positive aspects and not just the negatives!
- d. Now that the students have seen what to do and what not to do, they themselves will interview other faculty members as a group.

Part 2: (3x20 minutes =60 minutes)

- a. Following Handout 2, the students will take turns conducting their own interviews of three faculty members from the College of Education, as a group. The questions are there to guide them but they may always add their own.
- b. Allow the students to take turns asking one question at a time until all of the questions have been answered and, over the course of three interviews, all students have asked a question. Depending on group size, you want to make sure everyone has at least one chance to be the interviewer and receive some kind of critique.
 - iv. This will be repeated until all three faculty interviews are complete. Thus allowing each student to interview by asking at least one or more questions followed (later) by a critique.
 - v. After each interview, when the faculty member has left, we will have a 2-3 minute critique of the students who interviewed. Those students who were able ask questions will listen to a group critique.

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- vi. Remind them of the interviewer's etiquette:
 1. Stand/sit up straight
 2. Introduce yourself and who you are with.
 3. May you ask a question? (remember one question per person)
 4. Ask your question using great tone and volume
 5. Listen politely and do not worry about writing the response.
 6. Thank the interviewee.

- vii. Ask students to reflect on one thing they did well during the interview and what they can improve on.

Part 3: (30 minutes)

- a. Before your final interview with the Dean from the College of Education, give students 5-10 minutes to create their own questions on Handout 3.
- b. Have a quick 5 minute discussion about the interview questions. As we discuss students' questions, the teacher or mentor will write the questions on the board.
 - viii. This is a great time for those students to write questions down they liked or brainstorm more appropriate ones.
- c. During the interview the students will take turns interviewing the Dean using questions they prepared or follow-up questions brought up by the Dean's responses.
- d. After the Dean exits, have a quick wrap up discussion on what interviews are, how they are conducted, and what questions can be asked.
 - ix. Here are some suggested debrief prompts for discussion:
 1. How did it feel?
 2. Were you nervous?
 3. How were the interviewees?
 4. Did you learn something new?
 5. Do you have a clearer idea of what faculty and staff jobs entail?

P2HS Closure transition:

Note to students:

Now that you have a better idea of how an interview is conducted, you will be putting your new skills to the test. Throughout the week, we will send you out to different colleges and ask you to conduct a series of individual interviews. Some of your questions will be established for you but others will not. We will also review feedback on your interview etiquette from your interviewees.