

In-Class Speed Mock Interviews | Beyond OSU: Experiences

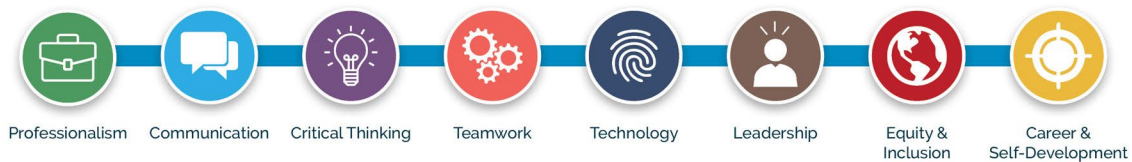
Assignment Overview:

In this assignment, students will interview peers to develop skills, comfort, and familiarity with interviewing. Opportunities to be both the interviewee and interviewer are critical for students to understand interview methods and practices.

Learning Outcomes: 1. Identify the principles and practices of interviewing methods.
2. Formulate interview answers in real time.

Beyond OSU: This assignment falls under the **Beyond OSU II (Engage) learning outcome: Apply career development concepts to relevant artifacts from engagement in a career related experience or activity.**

NACE Competencies: Skills developed completing this assignment:
Communication, Teamwork, Professionalism, Career and Self-Development



Instructions: Interview Option #1: (one-on-one)

Step 1: Have students perform a rotation of speed mock interviews with other students in the class.

- Half of the students in the class serve as interviewers and half as interviewees.
- Space students out every other desk or set up stations for interviewees to rotate through.

Step 2: Set a time based on the window you have available and number of rotations.

- Example: give the students 5 minutes each to rotate through 3-5 stations. Keep time with a timer.
- After 5 minutes, give the students 1-2 minutes to fill out included feedback form and then call “rotate”.

Step 3: Switch roles so everyone can sit on both sides of the table.

After students have completed the designated number of stations, switch roles so the interviewees are now interviewing, and students get equal experience performing both sides of the interview process.

Step 4: **Reflection and feedback:** As a large group, share out common elements interviewers noticed. This process can be helpful to debrief while it is still fresh. Have interviewees reflect and share as they are comfortable. This should be an environment of growth. Students can turn in feedback forms for proof of participation.

Instructions: Interview Option #2: (small group)

Step 1: Create 3-person interview panels using students, faculty/staff or professionals.*

*Industry professionals can provide students with a good networking opportunity!

Assign time slots for students to be interviewed by the panel ahead of time.
(Note: This format is more time and prep intensive for the instructor.)

Step 2: Have evaluators fill out feedback forms and debrief with interviewees.

The number of questions for this format will be limited to get more students to attend.

Tip: If you are using a professional panel, you could provide questions ahead of time for students to feel less intimidated.

Instructions: Student Question Development:

Part 1: Have each student choose three questions to ask the peers they interview. They can be from the sample list below, or course/industry specific from the instructor. The instructor can tailor this list (see below) or provide a pre-determined list of three questions to expedite the process.

1. Tell me a little bit about yourself.
2. Tell me about a time when you had a conflict with a team/group member and how you resolved it.
3. Tell me about a time when you collaborated with others to achieve a goal.
4. What is a school or work accomplishment you are particularly proud of?
5. Tell me about a time when you failed at something. What did you do?
6. What do you believe is your greatest strength and your greatest weakness?
7. How do you think you will use/apply your degree in a new job?

[Additional samples](#)

Optional: For courses that closely relate to specific jobs, provide an exact job or internship posting for students to practice with, then have students create their own questions related to that job or job field. Examples:

8. Why do you think you would be a good fit for _____ position or company A?
Practice an Elevator Pitch here!
9. Why do you want to work at _____ organization?
10. What do you think are your top qualifications and skills for this position?
11. How does this job or internship at _____ fit in with your long-term career goals?

Students can also access the [Career Development Center's Career Guide](#) for more interviewing tips.

Note: Coach students in providing evaluations prior to starting. The point of the evaluation (see below) is to have students think about the process on both sides of the table to become better and more experienced in interviewing. It is a difficult exercise, but performing this in the classroom will make them better at any actual interviews in the future. Prepare students for what “accurate” and “to the point” answers look like or select new measures of evaluation that better fit your field/industry.

Student Worksheet:

Choose three questions you'll ask when interviewing a peer. They can be from this list below, or from your instructor based on the topics of this course and/or the industries you will be working toward.

1. Tell me a little bit about yourself.
2. Tell me about a time when you had a conflict with a team/group member and how you resolved it.
3. Tell me about a time when you collaborated with others to achieve a goal.
4. What is a school or work accomplishment you are particularly proud of?
5. Tell me about a time when you failed at something. What did you do?
6. What do you believe is your greatest strength and your greatest weakness?
7. How do you think you will use/apply your degree in a new job?
8. What are your long-term career goals?
9. How did you choose your major?

[Additional samples](#)

Specific industry or position samples:

1. Why do you think you would be a good fit for _____ position or company? Practice an Elevator Pitch here!
2. Why do you want to work at _____ organization?
3. How does this job or internship _____ fit in with your long-term career goals?

*Write at least 3 questions below but have a backup ready. If you finish quickly in your window of time, you can ask another question.

Question 1:

Question 2:

Question 3:

Question 4:

As the interviewer/reviewer, you will start with a quick introduction and write in the name on the form.

For each question you can make notes or leave notes for the end. When the instructor tells you, provide some feedback to your interviewee. Try to be constructive and look for common areas we all share. Pauses or umms or ahhs, or too many "likes," talking too fast, being too brief in the story delivery, non-verbal feedback, etc. You might not have a lot of experience to share, but any thoughts are helpful to talk through with a peer. **Remember:** The experience and practice of repeat interviewing is the goal to this assignment.

Evaluation 1: Interviewee (first name only):

Evaluator:

Question 1: Did the interviewee answer the question accurately and to the point (yes/no) ?

Any feedback?

Question 2: Did the interviewee answer the question accurately and to the point (yes/no) ?

Any feedback?

Question 3: Did the interviewee answer the question accurately and to the point (yes/no) ?

Any feedback?

Question 4: Did the interviewee answer the question accurately and to the point (yes/no) ?

Any feedback?

What was the candidates' top strengths?

Where are some pointers you would give (i.e. talk slower, make more eye contact, relax, shorten answer, smile more, etc.)?

Evaluation 2: Interviewee (first name only):

Evaluator:

Question 1: Did the interviewee answer the question accurately and to the point (yes/no) ?

Any feedback?

Question 2: Did the interviewee answer the question accurately and to the point (yes/no) ?

Any feedback?

Question 3: Did the interviewee answer the question accurately and to the point (yes/no) ?

Any feedback?

Question 4: Did the interviewee answer the question accurately and to the point (yes/no) ?

Any feedback?

What was the candidates' top strengths?

Where are some pointers you would give (i.e. talk slower, make more eye contact, relax, shorten answer, smile more, etc.)?

Evaluation 3: Interviewee (first name only):

Evaluator:

Question 1: Did the interviewee answer the question accurately and to the point (yes/no) ?

Any feedback?

Question 2: Did the interviewee answer the question accurately and to the point (yes/no) ?

Any feedback?

Question 3: Did the interviewee answer the question accurately and to the point (yes/no) ?

Any feedback?

Question 4: Did the interviewee answer the question accurately and to the point (yes/no) ?

Any feedback?

What was the candidates' top strengths?

Where are some pointers you would give (i.e. talk slower, make more eye contact, relax, shorten answer, smile more, etc.)?

Evaluation 4: Interviewee (first name only):

Evaluator:

Question 1: Did the interviewee answer the question accurately and to the point (yes/no) ?

Any feedback?

Question 2: Did the interviewee answer the question accurately and to the point (yes/no) ?

Any feedback?

Question 3: Did the interviewee answer the question accurately and to the point (yes/no) ?

Any feedback?

Question 4: Did the interviewee answer the question accurately and to the point (yes/no) ?

Any feedback?

What was the candidates' top strengths?

Where are some pointers you would give? (i.e. talk slower, make more eye contact, relax, shorten answer, smile more, etc.)

Notes for Instructors:

Please adjust this assignment as needed to fit your schedule, point system and course outcomes. While these are designed intentionally at this length, we know that career development is not a one-size-fits-all process. Be mindful of your audience and their specific career needs. Please add specific industry questions to make this assignment more engaging and relevant where needed. There are lots of options regarding the formulation of questions. If you have time and want them to think through a list or consider specific roles, that will add even more depth. If you are limited on in-class time, having a set list of 3 questions everyone asks might be more appropriate to your needs. Do what works best for you.

Suggestions for this assignment:

Length: As you can see in the design, this can be variable in length and detail. Coach students through any industry expectations on how to interview and provide a good baseline of understanding.

Assessment & Submission: Please assess this assignment in line with other work in your course, and direct students on how you would like them submitted (printed and submitted during class or electronically filled out and submitted via Canvas, etc.). Since this is an in-class exercise, it can be for participation points, ungraded or turned into a longer assignment with a reflection. In terms of scaffolding, students could complete the Elevator Pitch assignment ahead of Speed Mock Interviews.

Additional Resources: Please consider using the robust online resources the [Career Development Center](#) offers you and your students. For more information on using the Career Development Center's tools, events and workshops in your classroom, please [visit our website](#).

