

Second Edition

Study Guide for  
two participation films  
designed to provoke discussion.

Actual job interviews,  
photographed with a hidden camera.

The viewers are asked  
to evaluate real applicants.

“Whom would *you* hire — and why?”

# JOB INTERVIEW:

WHOM WOULD YOU HIRE?

FILM A: LARGE BUSINESS (20 MINUTES)



FILM B: SMALL BUSINESS (22 MINUTES)



A DIMENSION FILM  
distributed by  
CHURCHILL FILMS

## JOB INTERVIEW:

Whom would *you* hire?

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FILM A: LARGE BUSINESS (20 MINUTES)

FILM B: SMALL BUSINESS (22 MINUTES)

FOR: JH, SH, C

### GUIDANCE

Career Education  
Teacher Training  
Business Education  
Industrial Education  
Agricultural Education  
Home Economics  
Work Experience  
Youth Training

DAVE



### OBJECTIVES AND CONCEPTS:

After seeing and discussing the films, students will State and appreciate key qualities employers look for, such as—

- Stong motivation
- Reliability
- Neat appearance

Appreciate and give examples of the value of preparing for the world of work. Evaluate themselves, and consider how to improve their own potential.

### CONTENT

In each film, employers describe qualities they seek in applicants. Then, in Film A, corporation personnel officer Fernando Perez interviews three applicants for trainee positions. In Film B, coffee-shop manager Judy Sutter interviews four applicants. The viewers are asked to evaluate the applicants as an employer would. The interviews provide content ranging from appearance and attitude of applicants, to goals and long-range preparation for employment.

### SUGGESTED USE:

A place to stop the projector is provided between interviews so that students can note their evaluation of each applicant. After the final interview, the students can discuss their "ratings" of the applicants.

The films may be used independently, or shown on consecutive days, for reinforcement. Allow time for discussion.

LEWIS



CHRISTI



MARK



## DISCUSSION AFTER THE FILM

### INTRODUCING THE FILMS:

Ask students to consider what qualities they would look for in applicants if they were hiring people to work for them.

The class might work out their own rating sheet.

### DURING THE BREAKS:

Some teachers prefer written notes to discussion at this point, to involve every student. The students should note both favorable and unfavorable qualities.

### GENERAL

How could each applicant have been more effective in the interview?

How could each person improve his or her job potential?

### SKILLS AND EXPERIENCE

Consider all the skills you may have to offer—not only “machine” skills (typing, driving), but “mental” skills (filing, making change), and “people” skills (selling, handling complaints).

Should you mention informal experiences in your interview, such as volunteer work, neighborhood jobs, and hobbies? Why?

• • • • • ROSIE • • • • •



• • • • • ALEX • • • • •



• • • • • DONNA • • • • •



#### APPEARANCE

Why is appearance so important to employers? Should you dress about the same for most interviews?

#### ATTITUDE AND MOTIVATION

How can you show an employer that you really care about a job? Should you “put on an act?”

Some employers hire people they like. Can you do anything about this? Consider greetings, eye-contact, listening, and honesty.

#### RELIABILITY

Some employers consider school attendance more than grades. Why?

Many employers refuse to hire applicants with a history of “job hopping.” Why? What can an applicant with this problem do about it?

A carefully filled-out application impresses employers—why?

#### PERMANENCY

Some employers fear that a person who drops out of school may also tend to drop out of his job. Do you agree?

Sometimes a good applicant may not fit the available job. Does an employer care if you are happy with the work?

How honest should you be in telling about leaving past jobs? Should you describe the faults of former bosses?

## APPLICANT RATING SHEET



### SKILL:

- A. Machines
- B. Mental
- C. People

### COMMENTS

MOTIVATION

RELIABILITY

APPEARANCE/PERSONALITY

COMMUNICATION

PERMANENCY  
FUTURE POTENTIAL

### SUGGESTED FOLLOW UP ACTIVITIES:

#### PREPARATION WORKSHOP—

Develop a check-list of ways to prepare for interviews. View the film **INTERVIEW: READY OR NOT**, (Churchill Films) which shows a model of how to prepare.

#### ROLE-PLAYING

Students can take turns playing the roles of employer and applicant. Try to agree on the facts about the job and the applicant's background before starting.