

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: THREE YOUNG WOMEN (17 MINUTES)



FILM B: THREE YOUNG MEN (16 MINUTES)



A DIMENSION FILM
distributed by
CHURCHILL FILMS

JOB INTERVIEW:

Whom would *you* hire?

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(16 MINUTES)



PURPOSE:

To stimulate thought and discussion about job interviews and preparation for employment. In a larger sense, to encourage students to see themselves as potential employers may see them.

FOR:

GUIDANCE JH, SH
Industrial Education
Business Education
Agriculture Education
Homemaking
Youth Centers

CONTENT:

In each film, three young applicants are interviewed for trainee positions. 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 at the end of each interview, so that students can note their evaluation of each applicant. After the third 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. Even all-boy or all-girl classes benefit from seeing both films.

DONNELL: "That's sort of a high goal, I know, but . . ."

PAUL: "They didn't give me a chance to prove myself . . ."

JAMES: "It was for the experience I did it . . ."



DISCUSSION TOPICS RAISED BY THE INTERVIEWS:

APPEARANCE AND ATTITUDE

Why is appearance important in an interview? List some specific jobs, and decide how an applicant should dress and groom for each.

How could each applicant have presented himself (or herself) more positively?

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

Will you have a better chance if you apply for a job that really interests you?

RELIABILITY AND MOTIVATION

Why are employers concerned about an applicant's school and job attendance?

Many employers refuse to hire applicants with a history of "job hopping." Why?

What can an applicant with this problem do about it?

Employers with good jobs often look for "motivation" in applicants. What is it? How does motivation show up in an applicant's job, school, and personal history?

SCHOOL DROP-OUT

If you were an employer, would you prefer to hire people with a high school diploma? Why?

Some employers fear that a person who "quits" school may also tend to change jobs frequently. Do you agree?

GOALS

What is the meaning of Donnell's statement, "Just knowing this is what I want . . . that's enough to make me go through whatever I have to, to get there."? Have you ever had similar feelings? How can a person without a goal go about getting one?

SUSAN: "The same thing,
day after day..."



TONI: "If I had
it to do over..."



DOLORES: "I like to see a
letter that I typed..."



SUGGESTED FOLLOW-UP ACTIVITIES:

PREPARING FOR AN INTERVIEW

How can an applicant prepare to answer each of these questions?:

- "What kind of work are you looking for?"
(What is wrong with the answer, "Anything"?)
- "What can you do?"
- "What wages do you expect?"
- "Why do you want to work for this company?"

ROLE PLAYING

Students can take turns playing the roles of employer and applicant. It works best if an exact job and the employer's needs are established beforehand. This can be done while the *applicant* is out of the room. The applicant can use his own personal background, or establish one while the *employer* is out of the room.

PERSONAL DATA — Knowing Yourself

An applicant should be ready to tell an employer exactly what he can do ("I can file alphabetically, I can use certain tools," and so on). Students might make a list of skills and interests they could tell an employer about if they were applying for a job right now.

INVITE A LOCAL EMPLOYER

to class, to talk about what he looks for in people when hiring.

APPLICANT RATING SHEET



COMMENTS

SKILLS	
RELIABILITY	
ATTITUDE TOWARD WORK	
ABILITY TO GET ALONG WITH PEOPLE	
APPEARANCE	
PERMANENCY (WILL HE STAY WITH US?)	

INTRODUCING THE FILMS:

While seeing these films, the viewer is asked to play the role of employer. The students must decide whom they would hire — and why.

Perhaps the best introduction would be for the 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 sheets* (such as the ones some employers use), to use during the film.

DURING THE BREAKS:

After each interview, the projector may be stopped, so that students can “rate” the applicant. (Some teachers prefer written notes to discussion at this point, to involve every student.) The students should note both favorable and unfavorable qualities.

AFTER THE FILM:

Discuss and compare views on all three applicants.