STUDENT-LED INTERVIEWS  
HOW TO PREPARE



# Be prepared for your Student-Led Interview in April, at the Moscrop Library.

Write your interview time here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | Know your interview time and place; plan to arrive 10 minutes early. |
|  | Plan your wardrobe for the day; dress appropriately for a professional interview: clean, ironed and appropriate. No jeans! (Business casual or better) |
|  | Bring your completed **Transition Guide**  (including all attachments) If it wasn’t returned to you, you must pick it up from Mrs. Dato *Room 313* well BEFORE the Interview date. |
|  | Make sure your **Resume** at the end of Transition Guide is up-to-date and polished (**reprint** it if necessary). |
|  | REVIEW and be ready to TALK about your plans and ideas; you will discuss those plans with the interviewer.  (Remember, it is OK to be unsure of your future career, as long as you have a plan of how to figure it out) |
|  | Prepare **Two to Three** pieces of evidence that you will talk about. These are things that you are very proud of. (If they require technology, pre-arrange this with Mrs. Dato) |
|  | Your interview will be about **10 minutes** long; PLAN a 6-8 min. presentation about yourself, your goals and your future plans (showing and discussing the evidence that you brought), and be prepared for a 3-5 min. questioning period. Come ready to talk about yourself - you should NOT have to wait for question prompts. |
|  | Practice your interview in front the mirror or with someone who can give you constructive criticism before the actual interview. |

**Preparing your two to three pieces of evidence:**

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|  | **Ideas of what to bring:**  **\*** You could bring a **personal momento:** *(ex/ A souvenir, a photograph, a trophy, a piece of clothing that represents an accomplishment or something you belong to, an instrument, your skateboard, your guitar, etc.)*  **\*** You should consider bringing at least one thing that represents your **academic/school-related accomplishments:** *(A piece of writing, a transformative book you’ve read, a school project, a report card that represents success or growth, something that represents your talents, skills & interests, a piece of art you created, etc.)*  **\*** You could bring something that represents your **future goals.** *(A post-secondary resource that has been guiding you, an artefact from your choice of career, a picture, book or resource, etc.)* | I could bring: |
|  | Choose your evidence with *care*. You will use these items to help the interviewer understand who you are, and what your goals are. You will have to talk about your evidence for **4-5 minutes**. | |
|  | Other ways to think about it: Choose items that represent who you are, that transformed you in some way, that show your past growth or are signals of your future, that make you proud, that showcase your skills/strengths, that define your philosophy of life, etc. | |

**Preparing what to say about each piece of evidence:**

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|  | **Plan** in advance what you will say about each item, but if you choose your evidence wisely, this part of the interview will flow easily.  Quick summary of what to do with each piece of evidence:   * Introduce one piece of evidence * Describe what you did to create/receive this, or describe what it is/where it came from. * Discuss why it is special to you * Indicate & reflect on which skill(s) this evidence represents. * Explain why these skills are important to your future. * Discuss why you chose this piece of evidence over others * Introduce additional pieces of evidence & repeat the process |

**Interview Sequence / What to expect:**

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|  | **Arrive 10 minutes early**! A teacher will guide you to your Interviewer. | |
|  | **Shake hands** with your Interviewer and introduce yourself, then sit and *smile*! ☺ | Right away |
|  | Hand your Transition Guide to your Interviewer as they may be looking through your info/plan as you speak. | Right Away |
|  | The interview will ask you: “Tell me about yourself.” Make a short **introduction** of yourself. Where you come from (your “story”), How your graduation year is going so far, your interests/strengths, your ideas about your school & /or career goal(s) (you will talk more about this next). Discuss what you have planned for after high school. (Review what you wrote in your Transition Guide to get you started with discussing these things) | 1 – 2 minutes |
|  | Transition into talking about the **evidence** you have brought with you. Speak about what you have brought and explain their significance to you. (see “preparing what to say”). Your evidence will help you expand on your strengths & areas to work on, as well as expand on your future career / school / life-discovering ideas. | **4 – 5 minutes** |
|  | **Summarize** your presentation by talking about how you’ve changed over the last 3 years (gr 10-12). What have you discovered or confirmed about yourself? What are you still working to understand? Briefly discuss your healthy living goals for the future and anything else not covered while talking about your evidence (above). | 1 min |
|  | Answer the Interviewer’s questions; listen to the question, ask for clarification if you don’t understand and **respond thoughtfully**. | 3 – 4 minutes |
|  | Your Interviewer will close the interview at about 10 minutes. **Thank** the interviewer for the interview and shake hands before leaving. | At the end |
|  | Take everything with you as you leave. | |

Be prepared to answer the following questions if the information has not been discussed during the interview:

* Why did you bring these pieces of evidence to share with us today?
* Which skill(s) have you acquired from this piece of evidence?
* How does this piece of evidence reflect those skills?
* How has your Transition Guide assisted you in planning for your future?
* What are your short-term and long-term goals?
* What are you planning to do next year?
  + How does this relate to your career plans?
* Do you plan to go on to post-secondary education or a work/career path?
  + Have you researched your intended pathway?
  + Why do you want to do this?
  + What was the deciding factor? Who has influenced you positively or negatively in your choice?
* What is your back-up plan if things don’t work out?
* What do you see as our greatest strength? What do you need to “work on”?
* What do you value?
* What has been the most significant event in your high school life that has impacted your philosophy and your future plans?
* What is your physical fitness goal?

**Be prepared to answer typical Interview questions, such as the following:**

* What five words best describe you?
* What has been your greatest school or work-related accomplishment?
* Give an example of how you are able to work under pressure.
* How would your teachers/your friends/your family describe you?

When you leave your interviewer you should feel like they have a really good idea of who you are and where you are headed. This is not about making up fake goals and fake ideals to present yourself in some ideal light, it is about who YOU are; your unique strengths and struggles as well as your plan to explore your unique path that will lead to your personal future.



Criteria for Assessment

* You will be evaluated during this Interview. See the “Graduation Transition Standards - Interview Assessment Rubric” (***also* *found*** ***on the Moscrop Website***) to plan for the day with the criteria in mind.

MAKE THIS INTERVIEW ABOUT YOU! SHINE AND BE PROUD!