This bibliography contains 25 annotations of resources in the ERIC database (ranging from 1977 to 1988) concerning communications strategies for both teachers who are preparing students for the interviewing process and students who foresee an interview in the near future. The citations in the first section present teaching techniques and strategies for the business teacher, such as modules of instruction, writing assignments, and training methods. The second section contains two references for rating and evaluation forms to be used in interviewing. The third section cites resources for students in preparation for the interview process. Two references to papers on performance appraisal interviews make up the fourth section. The last section includes a citation for a study on what employers want and an article on how to keep bias out of job interviews. (NS)
Interviewing: Communication Strategies  
by Michael Shermis

Because a knowledge of job interviewing techniques can improve a student's chance of getting a job, practical experience in the hiring situation should be provided through the use of role-playing, other simulations, and field experiences. Both teachers who are preparing students for the interviewing process and students who foresee an interview in the near future will find valuable resources in the ERIC database concerning communication skills. Job applicants can also find information about resume preparation, employment tests, and factors influencing job success, promotion, and advancement.

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Abstracts for some of the articles cited here have been abbreviated to conform to the FAST Bib format. The ED numbers for sources included in Resources in Education have been included to enable the user to go directly to microfiche collections, to order from the ERIC Document Reproduction Service (EDRS), or to go to OAI for the full abstract on those sources not available through EDRS. The citations to journals are from the Current Index to Journals in Education, and these articles can be acquired most economically from library collections or through interlibrary loans. Reprint services are also available from University Microfilms International (UMI) and from the Original Article TearSheet Service (OATS) of the Institute for Scientific Information.

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Teaching Techniques and Strategies

Contains 12 modules of instruction designed to aid business teachers by providing the common core, minimum skill-level competencies identified as basic to all business careers. Divides the modules into five categories of basic skills: business math/machines (addition, division, multiplication, and subtraction), communication arts (following directions, handwriting, and spelling), human relations (personal skills, jobkeeping skills, and job interviewing), applying for a job (job application and job interviewing), and telephone techniques.


Describes ways to use the job interview as a topic in college technical writing assignments, including role-playing either the interviewer or the interviewee, observing a professional interviewer at work, and generating business correspondence as a result of an interview.


Provides suggestions for conduct during the business interview process.


Describes a business or consumer education course during a four-week unit in which interviewing skills are taught. Divides sections on the job-hunt unit into value clarification, self-evaluation, aptitude tests, classified ads, resumes, letters of application, role playing, and mock interviews.


Outlines a unit that prepares students for the job application situation.


Outlines a teaching technique that places students in two fictional identities, job applicant and employer/evaluator, to give them practical experiences in the hiring situation.


Outlines a teaching technique that places students in two fictional identities, job applicant and employer/evaluator, to give them practical experiences in the hiring situation.


Describes a communication assignment that requires business communication students to interview business executives.


Describes an assignment that provides a field experience related to the career interests of students and also strengthens business-academic relationships.

Interviewing: Communication Strategies

Interviewing Forms


Presents a competency test package, one of a series of test packages for office occupations education, which contains a list of performance objectives; a pool of objective questions matched with these performance objectives; a sample, 50-point objective test; and several performance test activities. Provides suggestions for adapting the tests for special needs students. These tests on the job interview process cover applications for employment, clerical employment tests, sample interview questions, and job interview evaluation forms.


Emphasizes the importance of incorporating management's goals and objectives into the process of selecting and training present and future staff in business and industry. Includes an example of a Functional Skills Rating Form for use in interviewing.

Student Tips


Suggests that a student's chances of getting a job can be enhanced by carefully studying job interview techniques. Proposes that a productive approach to this study, which can be integrated into a variety of business courses, consists of three essential parts: pre-interview preparation, the interview, and the follow-up after the interview. Discusses these parts and provides an interview checklist.


Explores the elements of the interviewing process: preliminary research on the company (what to look for and where to find it); importance of first impressions (being on time, being prepared, dressing correctly, shaking hands, eye contact); open-ended questions; discussing salary; post-interview evaluation; and writing a note to the interviewer.


Presents guidelines and suggestions for obtaining a professional position in the corporate community. Discusses basic philosophies and realities of the corporate community with an emphasis on competition and profitability. Offers suggestions for locating a job opening, getting an interview, doing the proper things during the interview, and following up the interview.

Performance-Appraisal Interviews


Contents that offering instruction in performance appraisal (PA) skills as well as in selection interviewing contributes to business communication students' potential for finding the most appropriate job and keeping it.


Presents the results of a study to examine the performance appraisal interview and its implications. Suggests that the appraisal interview functions to (1) provide feedback on performance, (2) counsel and provide help, (3) discover what the employee is thinking, (4) teach the employee to solve problems, (5) help the employee discover ways to improve, (6) set performance goals, and/or (7) discuss compensation.

Research


Cites a study that shows employers consider the following skills as important for both blue- and white-collar entry-level workers: (1) employee application and interview skills; (2) work-related social skills and
habits, especially communication and interpersonal skills; (3) basic academic skills, particularly in reading, mathematics, writing, and problem solving/reasoning; and (4) vocational skills, especially manual/perceptual skills.

Points out recent developments surrounding employment inquiries and requirements and suggests guidelines for keeping job interview questions within the law.

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