

**INSTRUCTOR'S GUIDE**  
**FOR**  
***WHY SHOULD I HIRE YOU?***  
***How to Be More Than Just a Face in the Crowd***

***OVERVIEW***

This video is narrated by a young woman and is separated into 6 sections: What is an Interview?; Know What You Want in a Job and What You Can Do; What an Employer Expects; Giving the Right Clues; Building Confidence; and Interview Readiness. A vignette with actors exemplifies each section's topic, and there are questions at the end of each section to discuss. This program will help the viewer understand what employers look for in people they hire.

***PRESENTATION SUGGESTIONS***

Begin by asking the class to think about why an employer should hire them. Emphasize that this is a typical interview question, and it is important that each of them know how to answer it.

Complete the **Anticipation Quiz** before viewing the video, *Why Should I Hire You?*. Have the students set aside the completed quizzes until after the video presentation.

Just before viewing, emphasize to the students that they will need to take notes. They must write at least three things they learned about interviewing for a job.

At the conclusion of the video, ask the students to take out their **Anticipation Quizzes** and review the responses. Allow time for students to add or delete information to make each of their responses correct. Discuss the responses. Follow the discussion with the follow-up **Activity**.

Complete the **Quick Quiz** in class, and correct the quizzes together as a group. Assign the **Homework Option** if desired.

***ANTICIPATION QUIZ***

**Note:** Complete this quiz prior to viewing the video, *Why Should I Hire You?* The questions may be read aloud, allowing time for student responses, or copied and distributed to the students as a written exercise.

**Directions:** Respond to each question as thoroughly and completely as possible.

1. Why is it important to know how to answer the question, "Why should I hire you?" during a job interview?
2. Why should you know what you want to do and what you are good at before looking for a job?
3. Why is confidence important?

## **ACTIVITY**

**Title:** The 3-Step Process

**Format:** Individual

**Time:** 20–30 minutes

**Materials:** paper, pen/pencil

**Procedure:**

1. Tell the students that they will need to pretend that they are interviewing for a job of their choice and need to answer the question, “Why Should I Hire You?”, using the 3 step process.
2. Remind them that the 3-step process is to (1) Understand what is being asked (2) Present facts to make yourself look good (3) Give examples to support your skills.
3. Finally, each person will come to the front of the class. State the type of job for which they are interviewing and answer the question, “Why should I hire you?”.
4. The class and instructor will critique their answers, and if required, give helpful and constructive advice as to how to improve their answers.

## **QUICK QUIZ**

**Note:** These quiz questions may be read aloud, allowing time for students to respond, or copied and distributed as a written exercise.

**Directions:** Answer each question with at least one sentence.

1. Name one reason why getting an interview before a job opens up is beneficial.
2. What is the 3-Step Process?
3. Give three examples of how to “be prepared” for an interview.

## **ANSWER KEY**

1. When a position opens up and if you are qualified, the employer may consider you before going through the time and cost it takes to run an ad. (Answers may vary).
2. Understand what is being asked.  
Present facts to make yourself look good.  
Give examples to support your skills.
3. Arrange to get to the interview early.  
Know what you want from a job and what the employer wants.  
Be confident.  
Clothes are clean and you should present a neat/good appearance.

## **HOMEWORK OPTION**

**Know what you want in a job and what you can do assessment.** Ask the students to work on answering the following questions: What do you want in a job? What do you want to do? What are you good at? What do you like to do? Ask them to write down their answers and come prepared to the next class to discuss these answers and give an example of the type of job they

want to find. During the next class, have each student read their answers and state the type of job they want to find. If they are still unclear, the instructor and the class can help them brainstorm to try to figure it out based on their responses.