

**Topic: Employment
(International Organization for Migration, Overseas Processing Entity, Nairobi)**

Activity: Interviewing Role Play (Knowledge of Appropriate Presentation of Self/Building Confidence)

Objectives	After watching two job interview role-plays, participants will identify both positive and negative interview behaviors.
Introduction	<p>For many participants the topic of getting a job is uppermost on their minds and they are concerned about the difficulties, such as cultural barriers, limited English skills, lack of experience, need for recertification, etc. Many participants, especially those from more rural areas, have never even had a salaried job. In contrast, participants with advanced degrees or licensed trades might balk at interviewing for a job that is entry-level and not in their field. Getting and keeping a job for participants is difficult as they face the cold, hard reality that entry-level jobs can be unrewarding and sometimes even frightening. Practice role-plays can help build their confidence for job interviews, which are stressful even for the most savvy, skilled native.</p> <p>This activity gives participants the opportunity to draw their own conclusions about the interview process. Drawing the salient behaviors from the participants helps participants build confidence.</p>
Materials	<ul style="list-style-type: none">• Writing surface
Practice	<ol style="list-style-type: none">1. Trainer starts by asking about participants' employment backgrounds in order to understand how work is viewed in participants' culture, who works, why, and what relevance, if any, the interview plays in the job search process.2. Trainer explains the importance of the interview in the US job search process, taking into account participants' perspectives so that new ideas are communicated effectively. Trainer writes down five or six of the most basic interview questions on the board and explains the importance of these questions. Sample greetings and questions include:<ul style="list-style-type: none">• How are you?• Nice to meet you. (Please take a seat.)• Tell me about yourself.• Tell me about your last job.• Have you ever worked in a _____ before?• Why do you want to work here?• When are you available for work?• Do you have any questions for me?<p>Other questions may be included, but only the most common and basic questions.</p>3. Set the scenario. The trainer asks the class to choose a position (note: entry-level positions have already been discussed) for which the trainer will role-play the applicant.

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Trainer asks the class what kind of experience the participant applicant might have.

4. Trainer chooses an English-speaking participant (if available) to role-play the interviewer (CO translator will translate the interview).
5. Trainer sets a watch alarm and explains that the alarm sound is the time for the interview. Then the trainer leaves the room.
6. Trainer enters the room one or two minutes after the alarm has sounded, looking unkempt and acting tired, disinterested and nervous.

During the interview, the trainer will emphasize all the common mistakes that job applicants tend to make, including the following:

- Weak, “dead fish” handshake
- Poor body language
- No eye contact
- Slouching, disinterested expressions
- Nervous tick of some kind
- Not answering questions well
- Stressing the need for a lot of money

(Participants often laugh and start shouting out the mistakes that are being made. In some instances the participant interviewer tells the trainer to leave and come back when s/he is ready to work.)

7. At the end of the interview, the trainer explains that another interview will take place with a second applicant. The interview process is repeated, but this time the trainer arrives before the alarm sounds and proceeds to carry out an excellent interview. Trainer uses body language that conveys interest and eagerness. Trainer uses simple language and stresses important phrases, such as "I am a hard worker," "I am flexible," "I can learn fast."
8. After the second interview is complete, the trainer asks the class which person they would hire. Participants enthusiastically say that the second person is better candidate and give reasons why.

Trainer uses these answers to start a discussion on how to successfully carry out an interview. (Note: participants themselves usually bring up most or all of the negative and positive aspects of interviewing through the discussion.)

Summary

The trainer stresses points that help to build participants' self esteem and confidence. You can work in the US even if you have no previous work experience. You do not have to speak English to find a job (participants all acknowledge that trainer did not use very much English in the interview). Women can and are expected to work (equality is stressed throughout all CO topics, and females are put in decision-making positions whenever possible).

Employers are looking for responsible, hard workers. If a participant can convey this attitude, then he or she will be able to find employment. The trainer also stresses the importance of time, especially in a camp situation where many participants may have been idle for a long time.



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