Career Interview

Identify a job or career you have an interest in. Contact an individual currently working in the field, and request an appointment for the purpose of a 20-minute interview. The goal of the interview is to learn more about their role and how their talents and strengths allow them to succeed in the position.

What is your name and position?

Tell me about this position.

What are the five most important aspects of your role?

What do you enjoy most about your job?

What do you enjoy the least?

What is the environment like in which you work?

Who do you partner with in your role?

What talents do they have?

How does this partnership help you be more effective?
Career Interview (Continued)

Look at the following list of “What I Do Best.” Which 10 statements best describe what you spend most of your time doing?

- volunteer for causes I believe in
- collect and archive all kinds of information
- talk with those going through difficult situations
- establish routines and processes
- think and study
- create order and safety in my life
- control my life
- check people out carefully before revealing confidential information
- associate with people who appreciate my strengths
- work hard
- do things right
- live for the present
- help people solve their problems
- be busy all the time
- find a new way to do things
- learn as much as I can about the people I meet
- follow up on the details
- take on challenges
- follow through on my commitments
- participate in intellectual and philosophical discussions
- give praise
- have clear rules that everyone follows
- prove myself successful
- overcome obstacles
- win the approval of others
- strive to know more
- envision the things I want and desire
- selectively distribute praise and recognition
- organize a big event or celebration
- join brainstorming sessions
- get people committed
- help others see their strengths
- make work fun
- inspire people about what could be
- examine the unique qualities of each person
- be in the “public eye”
- feel connected with all of life
- compare my performance to others
- act according to my beliefs
- include people who feel left out
- let others know, without words, that I know how they feel
- coach
- discuss history and its lessons
- help others explain their thoughts
- meet new people
- use history to explain my position
- treat all people the same
- concentrate until the job gets done
- do what is expected of me each day
- discover patterns of data
- be persuasive
- keep track of several things at one time
- figure out how different people can work together productively
- plan new programs
- discover new information
- create future pictures and plans
- take on significant goals and challenges
- search for the reasons and causes
- tell stories
- push things to action
- accept people as they are
- teach people
- find experts to help
- stay in contact with my friends
- choose the best alternatives
- build bridges between people of different cultures or experience

If you knew someone was coming into your role, what talents would they need to have in order to be effective?

Supplemental Activity 4.D: Career Interview, page 2 of 2
Interviewing From a Strengths Perspective

A job interview can be a very stressful experience. However, by taking the opportunity to develop and rehearse your responses to frequently asked interview questions, you can eliminate much of that stress and perform more successfully in an interview. First, list your five themes. Then consider each of the following frequently asked interview questions. As you answer each question, compose a response to each question, using your talents and strengths as a basis for your answers.

What are your Signature Themes?

Keeping in mind these themes, how would you respond to the following questions?

Tell me about yourself.

What strengths do you bring to us?

What is your greatest weakness and why?

Where do you see yourself in five years?
Facilitation Notes: Supplemental Activity 4.D: Career Interview

Learning Outcome:

- Evaluate their career goals in light of their talents and strengths, as well as other personal qualities and external considerations.

Activity Description:

Ask your students to identify a job or career that they have an interest in.

Assign them the task of interviewing an individual currently working in the field by conducting a 20-minute career interview. Walk your students through the structure and content of the interview and explain its purpose: The goal of the interview is to learn more about their role and how their talents and strengths allow them to succeed in the position.

After completing the interview, ask your students to compare the information they gathered from the interview to their responses in Activity 4.1, looking for similarities and differences.

Debrief this activity by asking students to share their responses and insights with a small group. As with so many others, the positive effect of this activity can be enhanced by having students discuss their work in small groups and/or report to the entire class.
Facilitation Notes: Activity 4.6: Interviewing From a Strengths Perspective

Learning Outcome:

- Apply theme-specific strategies as a part of the career-exploration process.

⏰ Approximately 30 minutes

Activity Description:

In this activity, students prepare to take job interviews from a strengths-based perspective. Remember, we are never so strong as we are when we have our strengths and successes clearly in mind.

Ask your students to identify their Signature Themes, and then answer the questions keeping these themes in mind.

Alternatively, you can ask students to use the journaling function of the StrengthsQuest Web site to complete this activity. Click Journal from the homepage, and follow the directions to add, sort, print, or make an entry.

After your students have completed this exercise, have them role play with one another. One student should ask the questions and the other student answer, and then they should switch. Have them repeat their answers numerous times (even immediately) so as to rehearse and improve on their responses.

Debrief this activity by asking students to share their responses and insights with a small group. As with so many others, the positive effect of this activity can be enhanced by having students discuss their work in small groups and/or report to the entire class.

Supplemental Activity 4.E: Meaningful Roles

Instruct your students to list three of the most meaningful and important jobs, leadership roles, or volunteer positions they have held. For each, have them identify five responsibilities or outcomes they achieved in those roles. Then, for each outcome, ask them to write the Signature Theme or Themes that they utilized to help them be successful in achieving the outcome.

Break students into small groups. Then, ask the students to first discuss their findings. You may want to provide your own example so they can understand how their strengths can relate to their own successes. Then, ask each student to take one of their outcomes and identify a specific example of how they achieved that success, using each of the themes they listed.

This activity, like Activity 4.6, will help students prepare for interview situations by providing them the opportunity to create answers to frequently asked interview questions.