Preparing Engineering Students for Jobs through Mock Interviews

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Abstract

A standard university curriculum often incorporates lessons on how to conduct a job search, prepare a professional resume, and interviewing skills. In addition to classroom lectures and discussions, students must also have the opportunity to practice their skills in a mock interview activity. A mock interview is one way to prepare students for an actual employment interview. It allows them to gain experience and practice answering questions similar to ones asked during an actual interview. It also helps them become more comfortable in the interview setting. Despite the importance of mock interviews, most college students do not have that experience until their first job interview during a career fair, internship, or even after graduation. However, in today's society, communication is everything and interview preparation may be the determining factor in landing that job. One way of breaking the ice of interviewing jitters is to prepare the students in advance.

The Civil Engineering/Structural Design and Construction Engineering Technology program at Penn State Harrisburg holds realistic Mock Interview and Panel Discussion events every spring to help students better prepare for an interview. This was accomplished by inviting professionals from the construction management and engineering design fields to interview the students. Each student had a chance to interview with two professionals and was then critiqued on their performance. This paper presents the process of a different approach to mock interviews, feedback from industry and students, and what lessons were learned. Overall, this paper shows how a mock interview event can be a win-win relationship for both students and industry.

Introduction and Literature Review

Instructors seeking to prepare their students for success in employment interviews use various methods including, for example, mock interviews. A mock interview provides a professional one-on-one opportunity for all students to practice their interviewing and resume writing skills with an actual interviewer, who is an engineer from the community. Studies have shown the importance of teaching students how to prepare for an interview [1]. Interviews are one area where active learning techniques are especially helpful. For example, a study that was done by Perry and Goldberg [2] suggests that interview preparation is important because when recruiters were asked about college students they interviewed, interviewing skills surpassed the student background or experience in recruiter assessments of the likelihood that their companies would consider hiring a given student.

A study by Smith and Glover [3] showed that mock interviews are designed to teach job application and personnel selection skills. In addition, Teague [4] found out that preparation and practice in interviewing is known to boost the confidence and performance of students. Despite the importance of mock interviews, most college students do not have that experience until their first job interview, which can be from a career fair, internship, or even after graduation. Despite possessing excellent resumes, students may fail to secure placement if they perform poorly during their first interview [5]. The employment interview continues to be one of the most popular selection and recruiting devices in organizations and is intended to predict the future job success of applicants [6].

Mock interview experience includes both the role of the interviewer and the interviewee, who practice together and help each other refine skills which include perceived self-efficacy and peer tutoring [7]. There are many different types of mock interview strategies that facilitate active learning. One method used by Harchar [8] was to use graduate and undergraduate students to play the role of interviewer and interviewee. This method used the Reciprocal Peer Tutoring (RPT) technique, where students alternated roles of tutor and tutee.

Marks and O'Connor [9] developed a round-robin mock interview activity that provided learning opportunities in one 75-minute class period by dividing the class into teams that would travel to different stations. In this case, each student had the opportunity to be interviewed once, observe interviews from the other teammates, and to participate in multiple feedback sessions.

Another mock interview method by Powell et al. [10] used participants to play the role of the interviewer and interviewee along with observers to observe their performance and behavior. This was done in a couple of studies over

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several hours during which the individual stability of each interviewer's performance was analyzed and measured by questions.

All of these techniques allowed students to perceive interview self-efficacy, maximize learning and boost self-confidence. However, it did not portray the real type of interview experience from an actual interviewer from the industry. The mock interview event, described in this paper, prepares students for the job search because real firms were conducting the interviews. It was not told to the students which firms were hiring, but that made it seem even more close to a real interview. The mock interview event was unique because it used active learning techniques in which students were able to practice knowledge learned, while receiving immediate feedback on their interviewing skills and resume from the interviewers to maximize their learning. Compared to previous methods, the students would receive immediate feedback from the interviewers based on their behavior, performance, communication and writing skills.

Types of Interviews

Traditional methods of employment interviewing typically use one-on-one interview formats and questions concerning the applicant's education, work history, career goals and types of training. Employment interviews can be either structured or unstructured. The main issues for either type of interview, which has to be considered when discussing them, are reliability and validity. Structured interviews ensure that candidates have equal opportunities to provide information and are assessed accurately and consistently. A structured interview asks all candidates the same questions and in the same order, allows the same amount of time for each question, and is evaluated using a common rating scale. However, in unstructured interviews, the opposite is true. In an unstructured interview, candidates may be asked questions that are not specifically limited and set. In this case, the conversation can flow freely. The questions asked in an unstructured interview can change depending on how each individual responds and questions are usually open-ended. This allows for several topics to be discussed during this type of interview. In these cases, the interviewer usually engages in lengthy explanations of the job and asks questions which are not necessarily predetermined by the interviewer. In addition, a standard rating scale is not required for an unstructured interview.

At first glance, the unstructured interview may appear more attractive due to its loose framework, but research shows that it has little value in predicting job performance.

Unstructured interviews typically demonstrate the following:

- Low levels of reliability due to inconsistent ratings
- Low to moderate levels of validity due to not having a method to assess the interview
- Lack of standardization in interview procedure and questions makes it susceptible to legal challenges [2]

However, an unstructured interview does have some advantages such that it can help gain information which was not planned and can be helpful in areas which need more explanation. A structured interview is not necessarily more valid than an unstructured one. It may, however, be deemed so because it allows employers to ask preset questions of all candidates and, thereby, compare answers uniformly across the board [11].

Structured also means that every candidate's responses are evaluated and scored, typically using behaviorally anchored rating scales that were developed for each question asked. After all structured questions have been asked and evaluated, any follow-up questions can be asked based on answers given by the candidates. Structured questions are also documented for future reference, provide the employer with more detailed information, reduce the possibility of unfair discrimination, tend to be more reliable and objective, and applicants seem to be more accepting of them. Some elements of structure in employment interviewing, as defined by Huffcutt and Arthur [12] include:

1. Basing questions on an analysis of the target job (i.e., tying questions to competencies required by the job)
2. Asking the same questions of each candidate
3. Asking specific types of questions (e.g., past job behaviors or what one would do in hypothetical job-related situations)
4. Using detailed, behaviorally anchored rating scales (i.e., rating scales with behavioral examples to illustrate points along the scale)
5. Limiting the use of follow-up questions by the interviewer
6. Systematically combining ratings of questions in order to derive an overall score
7. Providing comprehensive training for interviewers

Although there are more advantages in conducting structured interviews, a lot of interviewers today mix the two. This is commonly known as competency-based interviews, where the areas the employers want to ask questions are categorized and set; however, they then adapt questions under these headings to each candidate based on their responses. This also gives candidates the opportunity to sell themselves much better than with structured interviews.

After all, human beings communicate mostly in an unstructured way. Therefore, the mock interviews that were conducted by the professionals at Penn State Harrisburg used a combination of structured and unstructured interviewing approaches [13].

Mock Interview Event Planning

The mock interview event started in the spring of 2011. It became such a huge success that the Civil Engineering and Structural Design and Construction Engineering Technology (CE/SDCET) department now has it offered to students once every spring semester. There were a lot of learning curves and changes from the first time this event took place compared to the second. Some of those changes included:

- Invite more people from industry.
- Make it mandatory for students taking the Internship course (SSET 295).
- Prepare students for the job market in advance through lectures and assignments (resume building, cover letters, company research and interviewing skills).

The mock interview event was mandatory for students taking the SSET 295 course, but was also opened up to all students in the CE/SDCET major. An e-mail was sent out to many industry professionals in varying fields of civil engineering (e.g., environmental, construction management, transportation, structural design and water management) around the area to inform them of the event and ask for their participation as an interviewer. Having a varying discipline of professionals in the event allowed the students to choose their interviewer in their discipline of interest. The first time that the mock interview event took place, the event had eight industry professionals participate and a total of seven students that signed up for the event. Because of the overwhelming positive feedback from the students and making it mandatory for the SSET 295 course, the second time around was even more of a success.

The second mock interview event in the spring of 2012, had a total of 12 people from industry (interviewers) and a total of 24 students (interviewees) that attended the event. The students that signed up for the mock interview event had to upload a one-page resume, in PDF format, on the ANGEL learning website a couple weeks before the event. The one-page resumes from all of the students were then compiled and sent out to all of the professionals, who agreed to conduct the interviews, a couple weeks prior the event. This was done so that all of the interviewers had time to look over the resumes and provide suggestions and/or comments on them during the event. A flyer with details about the event (e.g., location, time, breakout sessions and quick reminders), as seen in Figure 1, was e-mailed to everyone. In addition, the students received a list of all the interviewers, their companies, contact information, and areas of expertise before the event. This allowed the students to research each interviewer and the company they were representing before the event in order to become more familiar with the company.

The Mock Interview Event Group Break-Out

The students came prepared by dressing up in the appropriate business attire, bringing a notepad and a writing utensil to jot down notes from the interview process, and having copies of their resumes in hand. In addition, extra copies of all student resumes were made and, along with an interview rating sheet that one professional put together for the event, handed out to all of the professionals during the day of the event. The rating sheet, that was used to rate the students and make comments during the interviewing process, is shown in Table 1. There were five criteria listed on the rating sheet on which the interviewers rated each student. The rating scale ranged from below basic to advanced, with advanced being the highest rating that meant that the interviewee excelled on that specific criterion. The event started off with a dinner social. It was initially suggested to start with a social so that the students and industry professionals had time to meet each other and talk informally before the interviewing process began. This turned out to be a great ice-breaker for the students who felt a little nervous before the interviews.

During the mock interviewing process, each professional was given his/her own table from which to conduct the interviewing process. Since there was twice as many students as professionals in the event, the students were separated into two groups, group one and group two, which consisted of 12 students each (see Figure 1). The first 12 students, or group one, interviewed first, while the remaining 12 students, or group two, gathered together at a roundtable to discuss interviewing. Some of the roundtable discussion questions that were asked and talked about in group two, before their interview, were:

1. How did you prepare for today's interview?
2. What type of questions would you like to ask the interviewer?
3. What are your strengths and weaknesses?
4. What do you plan on doing after you graduate? In the next five years from now?

MOCK INTERVIEW AND PANEL DISCUSSION EVENT
AT PENN STATE UNIVERSITY, CAPITAL COLLEGE

WHERE: SPECIAL EVENTS ROOM (OLMSTED ROOM E-139)

WHEN: TUESDAY, FEBRUARY 28, 2012

TIME: 5:30PM – 8PM

FOOD WILL BE PROVIDED

EVENT ORGANIZATION

SOCIAL/NETWORKING & EVENT INTRODUCTION
5:30 PM – 6:20 PM

MOCK INTERVIEWS & DISCUSSIONS
The Mock Interview Event will be broken up into two sections: Mock Interviews and Round Table Discussions. Each mock interview/round table discussion will be timed 20 minutes each. Therefore, each student will have the opportunity to be interviewed twice.

The students will be separated in two groups (12 students per group). The schedule is as follows:

6:20 PM – 6:40 PM: 1st round for interviews (Group 1)
Round table discussion (Group 2)
6:40 PM – 7:00 PM: 1st round for interviews (Group 2)
Round table discussion (Group 1)
7:00 PM – 7:20 PM: 2nd round for interviews (Group 1)
Round table discussion (Group 2)
7:20 PM – 7:40 PM: 2nd round for interviews (Group 2)
Round table discussion (Group 1)

7:40 PM – 8:00 PM: Conclusions and Closing

INTERVIEWING TIPS
1. Do your research
2. Dress professionally
3. Have extra copies of your resume
4. Be confident and stay calm
5. Ask questions

GOOD LUCK!

777 West Harrisburg Pike, Middletown, PA

Figure 1. Mock Interview and Panel Discussion Event Flyer

The groups would switch every 20 minutes. When it was group one's turn to meet at the roundtable for discussion, the questions were different because they had already gone through round one of the interviews. Some of the roundtable discussion questions that were asked and talked about with group one, after their first interview, were:

1. Did you feel that you were prepared for the interview? Why or why not?
2. What questions did the interviewer ask?
3. What questions did you ask the interviewer?
4. What kind of feedback did you receive from the reviewer?

There was a total of four sessions. Each session lasted 20 minutes; therefore, each student got to be interviewed twice.

Table 1. Mock Interview Rating Sheet

Name: _____ Interviewer: _____		Below Basic	Basic	Proficient	Advanced	Comments
Preparation	Turn off cell phone/pager. Resume					
Poise/Self Confidence	Introduces self with firm handshake & friendly greeting. Avoids nervous actions and mannerisms during interview. Reacts appropriately. Sits correctly with good posture. Maintains eye contact. Refers to interviewer by name.					
Communication Skills	Uses correct grammar and avoids slang. Speaks slowly and clearly. Avoids mumbling. Answers questions thoroughly but keeps answers pertinent. Phrases responses in short, simple sentences. Ask appropriate questions.					
Experience & Skills	Does not criticize former employer. Does not discuss personal problems, finances, religion, or politics. Listens closely to any questions and comments. Makes positive statements. Clearly describes value from experiences/skills/related coursework.					
Closing	Thanks employer for interview with firm handshake. Ask preferred communication type for future correspondence.					

A timer was used during the event so that each person had a fair amount of time given and knew when to start and end on time.

Interview Process

Students came prepared with extra copies of their resumes and questions they wanted to ask. As seen in Table 1, the interviewers rated each student on five factors:

1. Preparation:
   a. Did they wear the proper attire?
   b. Were there any cell-phone distractions?
   c. Did the students hand their resumes to the interviewer after introducing themselves?
2. Poise and Self-Confidence (body language):
   a. Did they have a firm handshake and friendly greeting?
   b. Were they nervous?
   c. Did they have good posture?
   d. Did they maintain eye contact?
   e. Did they refer to the interviewer by name?
3. Communication Skills:
   a. Did they use correct grammar and avoid slang?
   b. Did they speak clearly and answers questions thoroughly?
   c. Did they ask appropriate questions?
4. Experience and Skills:
   a. Did they criticize, discuss personal problems, or have a negative attitude?
   b. Did they listen closely to questions and comments?
   c. Did they clearly describe value from experience, skills, and related coursework?
5. Closing:
   a. Did they thank the employer for the interview with a firm handshake?
   b. Did they seem interested during the interview?

In addition to the five factors on which the interviewers rated each student, they also reviewed and commented on their resume. Finally, the event closed with some interviewing pointers and comments made by the interviewers and then were opened up for questions and discussion. Even though this event was intended to prepare students for an actual interview, a couple of students received an internship and full-time job opportunities from interviewers that were looking to hire.

A set of questionnaires, for both the interviewers and interviewees, was handed out in order to evaluate the event and also give some feedback on the interviewing process. A day after the event took place, thank-you cards were sent out to all industry professionals that participated, thanking them for their help and for the successful event.

Questionnaire and Feedback

The event showed a promising turn for all of the participants and it was suggested that this event be hosted once a semester. A questionnaire was sent out to all students and industry professionals that participated in order to receive comments and suggestions. This questionnaire would aid in making future Mock Interview Events more successful and also attract more participants.

There were two separate short questionnaires that were given at the end of the event: one for the interviewers and the other for the interviewees. The questionnaire for the industry professionals that participated consisted of three questions, as follows:

1. What was your overall experience with the students and the Mock Interview Event?
2. What type of comments, recommendations, and/or suggestions would you like to share with the students that you think may help them have a successful interviewing process?
3. Do you have any suggestions and/or recommendations for future Mock Interview events?

The questionnaire for the students that participated consisted of five short questions, as follows:

1. How did you prepare for the Mock Interview Event? Did you research the list of companies that came to the event beforehand?
2. What were some questions that the interviewers asked you?
3. Did you receive any feedback from the interviewers after your interview? If so, what were some tips, comments, recommendations and/or suggestions that were given in order to help you prepare for future interviews?
4. How was your overall experience with the Mock Interview and Panel Discussion Event? Do you have any comments and/or suggestions?

These questionnaires were handed out to all participants. Only 83% of the industry professionals and 96% of the students that participated responded, which was a good percentage. The feedback that was received from the participants can be seen in the Appendix. The common questions asked of the interviewees were as follows:

- Describe yourself.
- What is your strength and weakness?
- Where do you see yourself in two, five, or 10 years from now?
- What brings you to construction or engineering?
- What is your favorite part in your major?
- What are some of your relevant classes?
- Will you be able to travel or move around?
- What do you like better, working in groups or alone?
- How do you feel managing multiple operations?
- Why should I hire you over the other interviewees?
- What skills can you bring?
- What are you doing for your senior project?
- What type of responsibilities do you have in your summer internship?

The students also received a lot of good feedback and criticism on their resumes and overall interview. All of the industry professionals at the event mentioned that their experience with the students was very positive. The following are some comments and advice that the students were given during their mock interviewing process:

- Have a positive way to respond for low GPA or questions that are negative.
- Do not be afraid to emphasize strong points and have confidence.
- Know every detail of your past experiences and further compliment the resume.
- Research the company that you plan on interviewing with.
- Dress professional.
- Have firm handshake, turn of cell phone, and have good eye contact.
- Resume should have proper spelling and grammar (one-page for first job career)
- Stay focused on questions being asked during the interview.
- Have questions for interviewer.
- Develop computer skills during education.
- Speak clearly during the interview.
- Describe own aspirations for the future.
- Expect unusual questions as well as the "popular" interview questions.

The majority of the students did mention that they felt more confident after the first interview round and also expressed that they learned a lot from this event. They also mentioned that they did prepare in advance and also looked over some of the most common questions asked. They were surprised to hear that they should expect uncommon questions. Overall, the feedback showed a very positive over-

view of the event and that some students also were given a job after graduation or an internship. All of the participants would want to see this event take place twice a year and have more students attend.

Conclusions and Recommendations

Conducting mock interviews so that each student's learning is maximized is often a time-consuming process and sometimes difficult to schedule. This event enabled each student to complete two mock interviews and two roundtable question-and-answer sessions. The mock interview event was different than the other techniques mentioned in this paper because it involved industry as the interviewers and the students did not know which industries were hiring until the interview took place. The interview also used active learning techniques in which students were able to practice knowledge learned while receiving immediate feedback on their interviewing skills and resumes from the interviewers. This was even more of an advantage to the interviewees because they were critiqued by a possible employer, which is always more heavily weighted. Although students practiced popular interviewing questions, as mentioned in the feedback, it was also a good experience for them to see that they should also expect some unusual questions.

Overall, the feedback from both the interviewers and interviewees turned out to be very positive. The responses from the questionnaire showed that the students maximized their learning and also became more confident after the first interview round. A couple of students also received a job or an internship because of the event. The results of the participants' feedback clearly identified positive trends in students' perceptions in regards the benefits of having a mock interview event on campus.

Even though the event was a success, there were some things that could have made the event even better. Based on the feedback received, the following are some extra recommendations from the participants in order to have a more successive future mock interview event:

- Allow more time to have more sessions of interviews.
- Allow more time for interviewers to fill out interviewee evaluation form.
- Distribute a hand-out to all participants before the event that goes over a brief introduction about the event with an organization of the event by time.
- Hold a social before and after the mock interview event in order to break the ice in the beginning and also to conclude the session with remarks at the end.

- Make the mock interview event mandatory so that more students can participate.
- The event should be once a semester.

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Biography

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Appendix

INTERVIEWEE'S FEEDBACK

Question 1. How did you prepare for the Mock Interview Event? Did you research the list of companies beforehand?
1. Researched companies and looked up potential questions asked in interview.
2. Resume, cover letter, dressed up. Yes, a little.
3. I made a list of companies and the name of who is here and what they do.
4. Yes, I researched the ones that interested me most.
5. Yes, I did research the companies to see if any of them had an office close to where I live.
6. Revised my resume a little. I did look up some of the companies.
7. Great and informative. Yes.
8. Yes, I saw they designed a bridge at an area I know well and went on that.
9. Looked over resume, reviewed company, researched interview etiquette.
10. I didn't do anything special for this event. I made sure I had up to date resumes with me and was ready to discuss whatever they presented to me. No, but only a view on the list interested me and I know about them already.

11. I brought my resume, researched the companies dressed appropriate, came prepared
12. Copies of resumes, dressed up, researched, told myself, "I am the man."
13. I researched a hand full of companies in their past projects and location of work.
14. Prepared resume and reference lists.
15. I researched the various companies and made some mental questions and points to bring up. I just Googled the company and read their homepages.
16. Bring resumes, dress appropriately. No.
17. Dressed up, printed out resume. Some, I looked up the ones that interested me.
18. Looked over my resume, prepared for questions I may be asked, printed out a portfolio. I did research a few companies.
19. Online research of a few companies. Mentally thought of some questions that could be asked to any company. Yes, some.
20. Looked up questions and determined my responses. Yes, webpages…current and future projects, locations, and careers page.
21. Looked up each company online and reviewed them in what they did. Yes.
22. Dressed professionally and printed resumes.
23. Worked on resume. Researched a few companies on the list.

Question 2. What were some questions that the interviewers asked you?
1. What is your biggest weakness?
2. Strengths, weakness, opportunities
3. Where am I headed? When will I graduate? What do I like the most about engineering?
4. Asked me why I want to be a structural engineer and what kind of duties I want to do.
5. What are your favorite courses? How would your current/present supervisor describe you?
6. What are my goals in 3-5 years? What do I want to be doing? What made you interested in engineering?
7. Where do I think I will be in 2-years? Which branch of engineering am I searching for? What experience do I have?
8. Where do I see myself in the future? What are you more interested in bridge or buildings?
9. What makes you, you? What are your goals? How do you deal with deadlines/stress?
10. Why building construction? Would you be willing to move around?
11. What are your strengths? What are your goals? Where do you see yourself in 5 years?
12. Asked me about my resume, my leadership experience, time management.

13. What are my major and favorite classes? Do I have any experience? What my plans were down the road (summer and future)? If I was willing to travel.
14. Do you have any questions?
15. Have I ever gone above and beyond in a job? Have I ever dealt with a highly emotional person? He asked me to describe my Eagle Scout project.
16. Why should I hire you over the other interviewees? What skills can you bring to my company?
17. Do you mind to travel? What is a problem you overcame?
18. Where I want to be in five years? Favorite classes in school.
19. Where I see myself in 5 years? What area of construction I wanted to work in? Asked about educations. What made me pick this field?
20. Goals in career? Describe group projects in class-How/What did I do to contribute? What knowledge do you have about the company? Experience-talk about previous experiences.
21. Do you like what you do? What is your favorite class? What is your least favorite class?
22. What filed I wanted to get into.
23. What field do you want to work in? What experience do you have?

Question 3. Did you receive any feedback from the interviewers after your interview?
5. Some feedback, not enough time for a lot. Put more of my activities on resume.
6. Yes, good resume. Work on strength and weaknesses.
7. Yes, edit resume, add objective, and broaden my horizons.
8. No, but he did recommend getting involved and taking advantage of ASCE here.
9. No, but he did say he would keep me in mind for an internship.
10. No, not many. Time went quick.
11. No, not enough time. However, throughout the interview, he told me about how my experience will elevate my salary through experience.
12. No, but I recommend researching the company so if there are speaking gaps you have something to mention.
13. Yes, positive. Objective, elaborate more on past goals and achievements.
14. I received feedback through the whole interview starting from my resume to my thoughts on living locally. Be flexible and look for a career, not just a job.
15. Some minor adjustments to resume
16. Yes, told me to try really hard to get engineering experience, otherwise, I was told I did a good job.

17. He said to always ask for business cards and to build as many relationships as possible.
18. Ask more questions.
19. He didn't give me any feedback but I could have had a better posture and spike louder and more clearly.
20. How to better answer their questions.
21. Gain some construction experience. N/A
22. I was told my presentation was great but to add some things to my resume such as I plan to take my F.E.
23. Gave me some things to research.
24. Not for the first one. We ran out of time. Research he companies beforehand.
25. Yes. Put GPA on resume no matter what it is.
26. To keep resume updated.
27. Got a few tips on what to do better. Research companies, dress appropriately, turn off cell phone.

Question 4. How was your overall experience with the event? Comments/Suggestions?
1. Great experience.
2. Very good. Will help in the future.
3. Interesting
4. Very informative
5. It was a very worthwhile experience.
6. Good connection. Our conversations went smoothly. Maybe give time count downs.
7. I had a great experience. No.
8. I think it is very helpful in knowing what to expect for and interview.
9. Positive and worthwhile
10. Ok, I would have the interviews separated by type of business, so if you're looking to go make the management route you can talk to construction managers.
11. Very insightful
12. Was good. Really nice change to network.
13. Eye opening
14. Good, got lucky to pick a bridge engineer.
15. I liked it. I feel that it will greatly aid me during an actual interview and give me some good pointers and questions to expect.
16. Feedback on how to improve is very helpful. Bring more construction/contractor interviewers instead of mostly design.
17. It was really well. I was told I would be a contractor in the future. It went well; pinpoint the areas the company's do work in.
18. To maybe ask students who they would like to interview with ahead of time.
19. OK. Had interview with a company that does 90% bridges, but I want to work in the building construction industry/commercial. Let people say who they would like to interview with or you pick based on field they want to enter.

20. (A-) More time interviewing would be nice but I understand that is challenging to plan
21. Had fun the guys I interviewed with were very nice and helpful.
22. Good.
23. It was a great event. Good way to network and learn how to better yourself in the interviewing process.

INTERVIEWER'S FEEDBACK

Question 1. What was your overall experience with the students and the Mock Interview Event?
1. Excellent. Most of the students I met understood who they were meeting and they wanted to pursue a career in our market place.
2. Good experience-students not nervous.
3. Good.
4. It was excellent. I really enjoyed meeting all of the students and helping them in their interviewing skills.
5. Very professional in manners and appearance. Very well prepared for event.
6. Very good, some of the lower student will get better as they progress through the years.
7. Mock interview is a great idea. Resumes were generally well prepared.
8. Interesting. Enjoyed talking with them.
9. Good. Students seemed well prepared and comfortable.
10. Excellent Interacting with students.

Question 2. What type of comments, recommendations, and/or suggestions would you like to share to the students that you may think will help them have a successful interviewing process?
1. Be confident. Some display of nervousness which is natural. Demonstrate and communicate experiences
2. Make sure students have a positive way to respond for low GPA or questions that are negative.
3. Make sure to ask questions at the end.
4. Be prepared to give detailed answers and don't be reluctant to reveal your true personality. Do some research on the company and discuss your interest.
5. Maintain their current confidence and good attitude. Be prepared! Research Company beforehand.
6. How to present self to the interviewer. Know something about the company that you are interviewing with. Research.
7. Their answers were forth-right and honest. Some were too honest. Don't be afraid to ask some questions.
8. Relax, have questions ready to ask interviewer.

9. Be comfortable and confident. Selling yourself and having an interviewer like you, both professionally and personally, is key to being hired.
10. Expect unusual questions, as well as the "popular" interview questions. Calmly think of an answer and deliver it without getting distracted/lack confidence.

Question 3. Do you have any suggestions and/or recommendations for future Mock Interview events?
1. If possible, quieter room and perhaps a slightly longer duration than 20 minutes.
2. Maybe seek input/volunteers sooner. My company not really looking so it changed the dynamic.
3. Would like to know who specifically we will be interviewing so that we can more consistently prepare questions for four students rather than read over 20+/- resumes.
4. Allow time to complete the evaluation form after each interview, five minutes would suffice.
5. Give interviewers a break between interviews to fill out the review forms and develop feedback. Have an open discussion at end for interviewers to provide general feedback and observations to whole group of students.
6. N/A
7. Pre-social was a bit of a challenge. Most interviews are "COLD," Could run through more students. 20 minutes was good. I was not aware I needed to give the stunts their review paper.
8. Give two or three minutes after each interview to fill out the interview form.
9. N/A
10. N/A