

Online Interviewing: Event Overview

This event is designed to give students the opportunity to sharpen their online job interviewing and resume writing skills. Students will assume they are applying for an appropriate position (e.g., an internship, entry-level job, etc.) in a field they want to work in.

Prior to the tournament, students should prepare a resume they would use in applying for their desired position and submit this resume to tabor.resume@gmail.com. Students should omit personal information (address, phone number, email, name of school, etc.) from their resume. Students should present a truthful resume that reflects their actual life experience, and they should be prepared to elaborate on portions of their resume during the interviews. Although we encourage students to be creative with their resume-writing techniques, they should refrain from using brightly-colored inks, excessively-ornate fonts, pictures or headshots, or other elements that draw excessive attention to style rather than content.

Students will participate in two preliminary rounds of interviews. Each competitor in each section will be asked the same interview questions provided by the tournament. Therefore, at the beginning of each round, the first speaker should go to the competition room to do their interview, while subsequent speakers should go to the waiting room (<https://8x8.vc/taborinterviewing>). When the first speaker finishes, they should go to the waiting room to call in the second speaker to their round. When the second speaker finishes, they should call in the third speaker, and so on. A proctor will be available to assist students if needed.

During each round, the judge will ask students 5 questions provided by the tournament. Each interview will last for no more than 10 minutes, with time beginning as the judge starts to read the first question. **Unlike years past, students will NOT provide their resumes to judges before the start of each interview.** Instead, students may briefly share the type of position they are “applying” for before the interview begins. Interviews may not exceed 10 minutes even if the student has not finished responding to all the questions. Judges will rank and rate students on a normal 25-point scale. The tournament will provide an optional rubric for judges to refer to.

No final round will be held in Online Interviewing. Instead, a resume judging round will occur. During Pattern B finals, the tournament will provide judges with 5-6 resumes to read, and judges will rank/rate students based on the quality of their resumes. No actual interviews will occur during this round. This round will be treated as a third prelim, and final placings will be based on the cumulative results from the three prelims.

INTERVIEWING (ROUNDS 1 AND 2): JUDGE INSTRUCTIONS

Thank you for judging online interviewing!

In this round, you will be conducting an “interview” with each competitor where you are playing the role of the interviewer. Your job is to evaluate the general interviewing skills of each student. Since students can range from freshmen to seniors, it is important to remember that **you are not evaluating their actual skills, experience, or qualifications to do a specific job**— but instead, you are evaluating how well they listen and respond to your interview questions.

You can find the questions for your interview in the “prompts” section of your eBallot. You will be asking each competitor in your section the same interview questions. Therefore, only one student at a time should be in your 8x8 room. At the beginning of each round, the first speaker will go to your 8x8 room to do their interview, while subsequent speakers will go to a waiting room (<https://8x8.vc/taborinterviewing>). When the first speaker finishes, they should go to the waiting room to call in the next speaker to their round.

Each interview should last a **maximum of ten minutes**. Before beginning the timed portion of the interview, you should greet the student and ask what type of (hypothetical) job they are “applying” for. You may start the timer once you begin to ask the first question. Please ask each student the questions in the order provided. After a response, feel free to ask a brief follow-up question or request clarification about an answer, but be mindful of the time constraints. Once the speaker has reached the ten-minute mark, please politely conclude the interview, even if the speaker has not finished answering all the questions. Please provide time signals for the competitors.

Please give descriptive written feedback on the ballot. Once you have interviewed all the competitors, rank each contestant and rate them on a standard 25-point scale. Optionally, you may use the interview evaluation criteria below to assist in rating the competitors. Thank you for helping facilitate this event!

INTERVIEW RESPONSES ARE...	Poor	Fair	Average	Good	Superior
...clear and concise					
...illustrative of the interviewee’s strengths					
...relevant to the questions that are asked					
...supported with accomplishments/examples					
...tailored to the specific job					

INTERVIEWING (RESUME ROUND): JUDGE INSTRUCTIONS

Thank you for judging online interviewing!

In this round, you will NOT be interviewing any students. Instead, you will be evaluating students' resumes. Your job is to evaluate the quality of the resume of each student. Since students can range from freshmen to seniors, it is important to remember that **you are not evaluating their actual skills, experience, or qualifications to do a specific job**— but instead, you are evaluating the presentation and content of the resume.

Before the round begins, you will receive an email with a Google Drive link to the resumes you will be judging. Please read each resume carefully and give descriptive written feedback on the ballot. Feel free to make suggestions for improvement! Once you have read all of the resumes, rank each contestant's resume and rate them on a standard 25-point scale. Optionally, you may use the resume evaluation rubric on the next page to assist in rating the competitors. Thank you for helping facilitate this event!

Amherst Career Center Resume Rubric

Name:		Reviewer:	
Please indicate the target for this resume: (e.g. career field, specific internship/job posting, graduate program, etc.)			Date:
CRITERIA	EXCELLENT (3)	AVERAGE (2)	UNACCEPTABLE (1)
Style, Appearance, & Tone <i>Goal: To ensure your strengths are highlighted for your specific audience and that the resume is polished & easy to read.</i> <u>Comments:</u> Score: 3 2 1	- Fills one page without overcrowding - Margins are acceptable - Font style & size is readable - Formatting is consistent - Relevant info appears on the top ½ of the page - Section headings reflect content & content substantiates headings (section titles & descriptions are relevant to targeted opportunity) - Resume is targeted to internship, job or program	- Page appears crowded, but doesn't exceed one page - Less than two formatting errors	- Exceeds one page - Does not fill majority of one page - Margins are less than ½ inch or more than 1 inch - Font style is unreadable - Text size is not between 10 and 12
Grammar, Spelling, & Punctuation <i>Goal: To ensure your resume is polished.</i> <u>Comments:</u> Score: 3 2 1	- Error-free spelling - Error-free punctuation - Error-free spacing - Grammar is appropriate (e.g. verb tense, pronouns)	- Contains 1-2 minor errors (punctuation or spacing) - Has a pattern of a single error (e.g. some bullets have periods, some do not)	- Resume contains 3 or more individual errors - Has a pattern of 2 or more of the same type of error
Contact Information <i>Goal: To ensure a reviewer can easily reach you.</i> <u>Comments:</u> Score: 3 2 1	- Includes name, address, email, phone - Name stands out on the resume - Provides professional email	- Name does not stand out (punctuation or spacing) - Email used is too casual	- Missing name, email, address, email, or phone number - Email used is inappropriate or unprofessional
Education Section <i>Goal: To convey academic qualifications and training.</i> <u>Comments:</u> Score: 3 2 1	- Entries are in reverse chronological order - Degree is spelled out - Major(s) (if declared) and graduation month/year are indicated - Course work listed is relevant - Each institution includes name, location, & dates - If listed, GPA is in correct format - Relevance of study abroad, research, & honors is revealed	Degree is abbreviated (BA)	- Entries are not in reverse chronological order - Degree listed is something other than "Bachelor of Arts" - Missing declared major(s) - Entry is missing details (name, location, dates) - Irrelevant or outdated high school info is listed - If listed GPA is not in correct format - Relevance of study abroad, research, & honors is not revealed
Experience Section(s) <i>Goal: To contextualize your skills & qualifications, showing relevance to the position desired.</i> <u>Comments:</u> Score: 3 2 1	- Entries are in reverse chronological order - Organization name, position title, location, & dates are included - Bullets begin with strong action verbs and are in correct verb tense - Personal pronouns and extraneous words are omitted - Bullets are concise, direct, & indicate one's impact/accomplishments - Results are quantified - Bullets are listed in order of importance	- Entries are in reverse chronological order - Entries have a pattern of one type of error (e.g. locations are omitted) - Action verbs are weak - Verb tense is incorrect for 1 entry - Bullets are not concise or direct and do not indicate impact - Bullets are written in complete sentences	- Entries are not in reverse chronological order 3 or more entries do not include organization name, dates, position title, or location - Bullets are written in complete sentences - Verb tense is incorrect for 2 or more entries - Bullets are wordy, vague, or do not indicate one's impact - Bullets are not listed in order of importance to the reader - Results are not quantified when appropriate - Irrelevant or outdated information is listed
Skills & Interests <i>Goal: To reveal relevant or interesting information that does not appear elsewhere on the resume.</i> <u>Comments:</u> Score: 3 2 1	- Listings are relevant to the reader - Listings are concise - Level of proficiency is indicated for language or computer skills		- Items are wordy - Items are vague or irrelevant - Level of proficiency is not indicated for language or computer skills

QUESTIONS FOR INTERVIEWING ROUND (SAMPLE)

1. Please tell me about yourself.
2. Where do you see yourself in 5 years?
3. Describe a time in which you were faced with problems or stresses that tested your coping skills. What did you do?
4. Please provide an example of a time when you had to go above and beyond the call of duty in order to get something done.
5. Situational question: a client/parent/boss tells you he or she is dissatisfied with the service you have provided. How would you respond?