# Course Title: C.2.4 Presentation Skills & Interview Techniques

# Abstract:

This lecture serves to enhance students’ research skills with a particular focus on skills that are relevant for consultants. Part one focuses on training students’ interviewing skills by developing an interview guideline for an intake interview with a company. Students discuss rules for effective interviewing and learn how to deal with difficult interview situations. In part three, students practice their presentation skills by presenting and reviewing student assignments and discussing criteria for effective presentations. This lecture draws on interactive methods, such as think-pair-share, open brainstorms or discussions, and the method ‘problem-based learning’. It includes in-class as well as self-study sessions. (Interactive exercises are in blue font, self-study in orange.)

# Learning Objectives:

* Learning Objective 1: Students enhance their interview techniques by developing an interview outline and discussing rules for effective interviewing
* Learning Objective 2: Students enhance their research skills by brushing up their knowledge on formal criteria, such as referencing, citing, formatting, and dealing with data
* Learning Objective 3: Students enhance their presentation skills by presenting a student assignment in class and developing criteria for effective presentations

# Assessment Method:

Students hand in assignment: an interview outline for an intake interview with a company.

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| Session # | Session Content | Method(s) | Learning Objectives of Session | Material | Time (min) | Comments |
| 1 | **Introduction to the Session** | | | | **35** |  |
| Introduction to the course  Warm-up:Collecting primary data is an important tool for consultants. Which types of primary data collection do you know? | Presentation  Open brainstorm | Students activate their knowledge on primary data collection. | Whiteboard and Interview Techniques PPT, slides 1-4 | 15 | Take a look at the comment sections of this power point presentation for further explanations. |
| Intake Interview | Problem-based learning: pre-discussion  Follow steps 1-5 of the problem-based learning guideline | Students activate their prior knowledge on conducting interviews. | Assignment 1: Intake Interview  Guideline problem-based learning  Whiteboard or online tool for making mind maps, e.g. FreeMind or Freeplane (both open source) | 20 | For further information on problem-based learning, s. Forsythe, F. (2011). Problem-based Learning. In: Davies, Peter (Ed.): *The Handbook for Economics Lecturers*. Retrieved from: <https://economicsnetwork.ac.uk/handbook/printable/pbl2.pdf> |
| 2 | **Self-Study (Assignment 1)** | | | | **240** |  |
| Intake Interview:developing an interview outline for the intake interview with firms(self-study) | Problem-based learning: self-study  Students prepare assignment 1 based on the e-learning presentation, required reading, and further research | Students train their interview skills by developing an interview outline.  Students become acquainted with the aims and basic rules of interviewing. | Pre-discussion protocol from session 2, e.g. pictures of the brainstorm or mind map  E-learning presentation: Interview Techniques PPT, slides 5-12  Reading: Stroh, L. K. & Johnson, H. H. (2006). *The Basic Principles of Effective Consulting*. London, Lawrence Erlbaum Associates Publishers, pp. 84-101. | Link to reading: <http://lifecycle-performance-pros.com/phocadownload/Resources/Consulting/The-Basic-Principles-of-Effective-Consulting.pdf> |
| 3 | **Interview Techniques** |  |  |  | **70** |  |
| Interview Techniques | Problem-based learning: post discussion  Follow steps 6-9 of the guideline  Student teams exchange their interview outlines and feedback each other | Reflection of self-study phase  Encourage peer learning and feedback skills | Whiteboard  Guideline problem-based learning  Students’ interview outlines | 40 |  |
| Interview Techniques:What arerules for effective interviewing? | Open discussion: Collect answers on whiteboard  Short presentation | Reactivating to previous knowledge/ experiences on interviewing | PPT: Interview Techniques, slides 13-18 | 15 |  |
| Interview Techniques:dealing with difficult interview situations | Think-pair-share (see link in comments section) | Encouraging students’ creativity and problem-solving skills  Applying knowledge of interview techniques | PPT: Interview Techniques 2, slides 19-21 | 15 | Short video on the think-pair-share method: <https://www.youtube.com/watch?v=wW87rihT38I> |
| 4 | **Presentation Skills** |  |  |  | **30 min** | **Self-Study 1,5 hr** |
| Criteria for a good presentation | Open class discussion | Students train their presentation skills  Encourage peer learning and feedback skills | PPT: Presentation Skills slide 3, whiteboard | 15 |  |
| Presentation Skills |  | PPT: Presentation Skills, slide 4-8 | 15 |  |
| Slide:ology | Self-study with TED Talk | Students get deeper insights and examples of what matters for a good presentation | Read: Interview with Nancy Duarte and watch TED Talk: <https://blog.ted.com/how-to-give-more-persuasive-presentations-a-qa-with-nancy-duarte/> |  | Self-study: 1,5 hr |