



Facing & Acing Interviews: Insights from Psychology

Course Instructors: Dr. Ragland

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Jindal Institute of Behavioural

Sciences Three Credit Course

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Office Hours:

Classroom:

The information provided herein is by the Course Coordinator. The following information contains the official record of the details of the course.

PART I

Course Title: <i>Facing & Acing Interviews: Insights from Psychology</i>		
Course Code	BE-E-114	
Course Duration	1 Semester	
No. of Credit Units	3	
Level		
Pre-Requisites	Nil	
Pre-Cursors	Nil	
Equivalent Courses	Nil	
Exclusive Courses	Nil	
Class Timing		

PART II

Course Description:

Interviewing skills are essential for successful field working, work in applied settings and in seeking employment. In this course students will experience experiential learning. By the end of this course they will understand the art of interviewing, have access to the skills to be able to conduct interviews and have substantial competencies in customizing their skills to work with different people and in different professional settings. There will be a hands on session in Brain Behavioural Labs to identify Preferred Personal Styles and personality traits

These skills are critical to success in preparing for careers. This course will help students surge both personally and professionally. They are prepared to take their interviewing knowledge to interviews in, marketing research, employment, survey research, training, counseling, forensic settings, education and clinical health care

Course Aims:

1. To introduce them to the theory and practice of interviews with psychological insights, as well as enabling them with the necessary training for conducting interviews.
2. To help them acquire substantive knowledge and background on interviewing during the

initial part of the course, through reading, discussions, role reversals and discourse. They will need to complete readings prior to the class to be prepared for discussions.

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Course Intended Learning Outcomes:

Develop the basic interviewing skills through demonstrations, role-reversals, mock drills and exercises. Class members practice their interview skills listening to one another in a safe and non-judgmental environment.

Access and assess the interviewing skills through observation, videos, demonstrations, and role-reversals, to be able to conduct interviews in a scientifically supported manner. To build interview schedules that are unbiased and supported by research. Develop abilities to utilize psychological insights and apply them to real world interview settings.

Assessment Process:

During this course, the students will broadly review four units. In-class activities, mock interviews, presentations and situational discussions will be grades. Students will have to submit written assignments and interview video clips during this course.

Percentage breakdown of grade:

Evaluation schema – 50% internal (quiz, presentations etc.) & 50% end semester (closed book) exam

*20% for Interview Skills (Written / Appearing)

*20% Assessment Centers (Situational)

*10% for Mock Interviews

*50% End Semester Exam

(* Absenteeism on day of submission and presentation will lead to no marking. No assessment will be done on another day apart from the slot allotted)

Grading of Student Assessment

Percentage of Marks	Letter Grade	Grade points	Interpretation
80 and above	O	8	Outstanding: Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.
75-79	A+	7.5	Excellent: Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.
70-74	A	7	Very Good: Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing material and originality in thinking and presentation.
65-69	A-	6	Good: Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.
60-64	B+	5	Fair: Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.
55-59	B	4	Acceptable: Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.
50-54	B-	3	Marginal: Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
45-49	P1	2	Pass 1: Pass with Basic understanding of the subject matter.
40-44	P2	1	Pass 2: Pass with Rudimentary understanding of the subject matter.
Below 40	F	0	Fail: Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.

Course Outline

Unit I: Importance of Interviewing Skills

- a. Professional Development, understanding Roles What are interviews? Basics of professional interviews, mock drills
- b. Basic Skills: Interviewing: The Critical Skill , Examples of successful & unsuccessful interviews. Basic FAQs & Psychology behind FAQs.
- c. Planning for the interviews (Psychology behind)
- d. Advanced Empathy. Making good impressions & First Impression: Psychology (Punctuality, Positive body language, Active Listening, Paraphrasing, Taking notes, negate the first impression)

Readings:

1. 60 Seconds and You're Hired! by Robin Ryan
2. The Art of Interviewing Skills by Fiona Setch

Unit II: Interpersonal Awareness Training

- a. Understanding Preferred personal style readings and personality traits in Brain Behavioral Labs . Understanding The Unconscious Bias and Like Me Bias
- b. Role Atom understanding Roles & Job descriptions. Role speeches + role flash cards + inanimate role-play
- c. Interview Methods. Judgement Criteria: Job Fit! Motivation Fit Culture Fit
- d. Types of interviews and Videos
- e. Practice! Practice! Prepare for Interviews!

Readings:

1. Presence: Bringing Your Boldest Self to Biggest Challenges By Amy Cuddy
2. How to Talk to Anyone: 92 Little Tricks for Big Success in Relationships, by Leil Lowndes

Unit III: Core of the Interview

- a. What are they looking for? HEPLASH FRAMEWORK & Types of behavioral & situational interview questions + activity drills. Skills Questions, Teamwork Questions, Leadership Questions, Manageability Questions
- b. Mock Interviews 1 (groups / individual)
- c. Analysis Sharing & presentation from evaluators (Role feedback on interviews)

Readings:

1. How to Answer Interview Questions: 101 Tough Interview Questions by Peggy McKee
2. Get That Job: The Quick and Complete Guide to a Winning Interview by Thea Kelley

Unit IV: Situational & Behavioral Interviews

- a. Situational Questions: Exploring Competencies & Behaviors in specific situations.
- b. The SARR evaluation criteria for situational answers. Interviewee skills to be observed (Dressing, Timing, Enthusiasm, Motivation, Confidence, Language, Tone & Voice, Listening Skills, Eye Contact & Body Language)
- c. Videos & Role Plays
- d. Evaluating Interviews : Interview Analysis Forms: Intuitions & Instincts

Readings:

- 1. 101 Great Answers to the Toughest Interview Questions by Ron Fry

Unit V: Assessment Centres

- a. Basics of Assessment Centers. Planning Assessment Centers
- b. Experiencing: Case Analysis, Scenario building & problem solving, Stress Interviews.
- c. Evaluations & Sharing

Readings:

- 1. What won't get you your Dream Job by Roopesh Tiwari

Notes on Plagiarism: *Plagiarism is not acceptable!* Please refrain from copying and pasting paragraphs and sentences from your reading materials or anything that is posted on internet or in books. This includes copying someone's words, structure, grammar, ideas, thoughts, and phrases and passing them as your own. Too many quotes are not acceptable!

What is acceptable? Using one quote which is not more than 40 words with proper citation. Use citation! It's a must! Present the content you read from your reading materials in your own words! Think and critically analyse the content! The source should be always acknowledged in your written material and presentation.

Keywords: