The flexibility of the group interview process is one of its greatest strengths. Candidate skill sets that might be explored are limited only by the vision and imagination of interview planners. The following list is not intended to be exhaustive or comprehensive; it is offered as a point of departure for interview planners interested in customizing the group interview process to meet their institutional and programmatic needs.

Most of the volumes cited appear to be grossly outdated, but further examination will reveal that the experiences and activities contained within these volumes remain timely and relevant resources for the group interview process.

Section I: Group Interview Activities Posted On-Line

Two well-developed group interview activities used for tutor selection at Heartland Community College (HCC) are listed below, along with their sources. These activities were adapted from the following volumes and may be downloaded from my faculty website (http://employee.heartland.edu/lcole/). Both are used with the permission of the publisher, John Wiley & Sons, Inc.

**Problem-Solving with Toothpicks, Dots, and Coins** (Structured Experience: Role Play)

**Conversation Starters** (Focused Discussion)

Section II: Structured Experiences for Group Interviews Available By Request

The Structured Experiences listed below have also been developed to a high level through their use at Illinois State University’s Center for Learning Assistance and at HCC. These are available in their entirety by e-mailing me a request at lisa.cole@heartland.edu.

**Consensus-Seeking** (Structured Experience: Group Task)
Section III: Sources for Additional Group Interview Activities

The following sources offer springboards aplenty for group interview planners. While a few of these sources do not reference specific activities, most do. Those sources not listing specific activities provide valuable background information and food for thought for those with creative minds.

For an activity to be referenced specifically, it had to meet two criteria: 1) the activity itself showed promise for easy adaptation to the group interview process, and 2) the projected length was probably appropriate for inclusion in a 2-hour group interview. Nearly all of the specific activities referenced will need an adaptation of one kind or another to work in a group interview process. Some, such as the activities referenced in McVeigh and Associates (1992), were written specifically for the workplace and will need to be edited to suit an academic environment. Others might simply need updating, such as the individuals included on the “Whom to Choose Nominees” list in Pfeiffer & Jones’ (1979) Activity 267. Finally, still others will need procedural adjustments to work in a group interview.

Interview planners should start with the desired qualities and qualifications in mind to ensure the best possible fit with the program and the institution. Good luck, and have fun!

  • You’re Driving Me Nuts: Applying a Model to Ask for Behavior Change (pp. 139-149)
  • Here’s What You’re Going to Do: Introducing a Learning Activity (pp. 171-178)
  • In 15 Seconds or Less: A Contest on Asking for a Change in Behavior (pp. 233-239)


  • Activity 7--Late for Work (np)
  • Activity 11--Skipping Work (np)


- Activity 101--Getting Acquainted: A Potpourri (pp. 3-4)

- Activity 29--Group Tasks: A Collection of Activities (pp. 16-17)

- Activity 63--Discrimination: Simulation Activities (pp. 62-63)

- Activity 200--Word-Letter: A Problem-Solving Activity (pp. 15-18)
- Activity 209--Introspection: Personal Evaluation and Feedback (pp. 57-60)

- Activity 251--Mixed Messages: A Communication Experiment (pp. 34-38)
- Activity 252--Active Listening: A Communication-Skills Practice (pp. 39-45)
- Activity 267--Whom to Choose: Values and Group Decision-Making (pp. 141-145)

- Activity 298--Lifeline: A Values Clarification Activity (pp. 21-24)