

21 Take Part in Practice Interviews

TRANSITION OBJECTIVE

Students will practice interviewing.

RELEVANCE TO SUCCESSFUL TRANSITION

The most powerful tool job seekers can use when preparing for an interview is to watch themselves on video, which provides the opportunity to see themselves from the interviewer's perspective. Interviewees can evaluate their verbal and non-verbal communication skills and perfect the effectiveness of future interviews.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

I can present myself well by . . .

❑ STEP 2: Convene Roundtable

"Every interview is valuable because ____."

❑ STEP 3: Advance Organizer

"Today you will practice interviewing, first in class on video tape and later with an employer or other adult."

Afterward, they will view the video and evaluate themselves, using the first two sections of **Critique the Interview**. A student may view the tape alone or invite one or two students from class to watch and help critique the tape. Assure students who may be reluctant to be videotaped that they have control over who will see the tape, but make clear to the class that this is not an optional activity and that all students must participate. The **Ten Most Common Interview Questions** and **Astonishing Answers!** from Lesson 18 will be used again for these interviews. After all students complete the video interview and critique, debrief with the class by asking each student to share a general reaction and one thing they learned from this experience.


❑ STEP 5: Activity - Four Class Periods

Next, students will have a mock interview with an employer or other adult. Arrange for one or more adults from the business community or school to interview students. Also arrange for a room in which to conduct the interviews. Each interviewer will critique each interviewee, using the last section of **Critique the Interview**. After all students complete the employer/adult interview and receive their critique, debrief the class by asking students to share a general reaction and one thing they learned from this experience.

❑ STEP 4: Activity - Four Class Periods

This is the second practice phase for the students. Explain that they will now be videotaped while being interviewed by another student or an adult from school.

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CAREER MANAGEMENT: Unit 2 LESSON 21

Critique the Interview

Use the four critiques on this page to keep track of your progress. Each section is labeled with the activity level critique. There are two sections for self-critique and two for on-observer critique. Use these critiques to monitor your progress and determine areas in which you need to improve your skills.

Interview Critique
Video Interview Self-Critique

Name: _____

Job Position: _____

Company: _____

Handshake:	Poor	Okay	Great
Eye Contact:	1	2	3
Posture:	1	2	3
Facts:	1	2	3
Skills & Experience:	1	2	3
The Close:	1	2	3
Overall Rating:	1	2	3
TOTAL: _____	PERCENT: _____		

Interview Critique
Video Interview Observer Critique

Name: _____

Job Position: _____

Company: _____

Handshake:	Poor	Okay	Great
Eye Contact:	1	2	3
Posture:	1	2	3
Facts:	1	2	3
Skills & Experience:	1	2	3
The Close:	1	2	3
Overall Rating:	1	2	3
TOTAL: _____	PERCENT: _____		

Interview Critique
Employer/Adult Interview Self-Critique

Name: _____

Job Position: _____

Company: _____

Handshake:	Poor	Okay	Great
Eye Contact:	1	2	3
Posture:	1	2	3
Facts:	1	2	3
Skills & Experience:	1	2	3
The Close:	1	2	3
Overall Rating:	1	2	3
TOTAL: _____	PERCENT: _____		

Interview Critique
Employer/Adult Interview Observer Critique

Name: _____

Job Position: _____

Company: _____

Handshake:	Poor	Okay	Great
Eye Contact:	1	2	3
Posture:	1	2	3
Facts:	1	2	3
Skills & Experience:	1	2	3
The Close:	1	2	3
Overall Rating:	1	2	3
TOTAL: _____	PERCENT: _____		

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❑ STEP 6: Evaluate Outcomes

One area in which I improved during my interviews is “_____.”

❑ STEP 7: Connecting Activity

Have students arrange to have a mock interview with employers in the community who agree to participate in this school assignment.

KEY WORDS

perspective

articulate

non-verbal communication

mock interview

body language

MATERIALS AND PREPARATION

- Student Handouts: **Ten Most Common Interview Questions**, page 95; **Astonishing Answers!**, pages 97-98; **Critique the Interview**, page 101-102.
- Prepare video equipment and a private room for videotaping.
- Arrange for adults from the school or the community to hold interviews with the students.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Speaking, Listening, Math
- Thinking Skills: Creative Thinking, Problem Solving
- Personal Qualities: Sociability, Self-Esteem