

		B13-L1	
Conduct an Informational Interview		Core Competency: B13	Level 1, Introductory
Complete a Job Interview			
Time to complete: 120 minutes			
Objectives	Upon completion of this lesson students will be able to: <ol style="list-style-type: none"> 1. Complete an informational interview. 2. Understand terms associated with an interview 		
Cross Competencies	G39 Identify how best to achieve marketable occupation skills for an entry-level job G51 Demonstrate politeness and civility H60 Demonstrate punctuality and good attendance practices H65 Demonstrate listening skills which will result in gaining a clear understanding of information being conveyed		
State Standards	Career and Vocational/Technical Education: Content Standards 3 and 5 Workplace Competencies: Content Standards 3 and 6		
Resources			
Materials in Lesson Plan	Other Supplies Required	Supplemental Resources	
<ul style="list-style-type: none"> • B13L1HO1 What is an Interview • B13L1ACT1 Interview Role Play • B13L1ACT2 GNAP • B13L1WS1 Interview Puzzle 			

MCA	Portfolio Project	Guest Speakers	Program of Work
		Invite a human resources specialist to conduct “mock interviews” with students.	
Civic Engagement	Indian Education for All	Career Pathways	Competitive Events

Suggested Instructional Approach		Notes
Introduction	<p>An interview is described as “a face-to-face meeting” or a meeting arranged for the formal discussion of some matter. A job interview is a meeting between an employer and an applicant to discuss a job. Some job interviews are conducted by someone other than the employer, such as a human resources specialist, or a team of the employer’s representatives.</p> <p>Before students participate in a job interview, they need practice in interviewing techniques. The exercises in this unit will provide students with some basic information about interviewing and give them a chance to role play interviewing techniques.</p>	
Preparation	<ul style="list-style-type: none"> • Make copies of student handouts. • If you will be doing supplemental activities, make copies or arrange for the resource as needed. 	
<p><u>Anticipatory Set</u></p> <ol style="list-style-type: none"> 1. Pair up students and handout <u>B13L1ACT1 Interview Role Play assignments</u>. 2. After students have spent a few minutes writing down their questions and information, set the stage for the interviews. 3. Explain that students who role play that the reporters should try to perform as they would in a real interview. 4. Students, who are the managers, should respond appropriately to their partners. 5. When students have completed the exercise review the activity. Possible questions: <ul style="list-style-type: none"> • What was difficult? • What did the interviewers do well? • How many offered to shake hands and introduced themselves? • How many asked for the name of the manager before they started the interview? • What questions did they ask? 6. Distribute <u>B13L1HO1 What is an Interview?</u> to students. 7. Review the information and tips for conducting an interview. Discuss the etiquette for shaking a hand, sitting, etc. 9. Distribute <u>B13L1ACT2 G NAP</u>. This could be a good time to do some role modeling of introducing yourself, shaking hands, appropriate language, polite ways to ask an adult to repeat what they have said, etc. 10. Distribute <u>B13L2WS1 Interview Puzzle</u> to students. Discuss the terms included as reminders for the interview. 		

Assessment	Completion of Peer Interview Role Plays	
Supplemental Activities	<ul style="list-style-type: none"> • Invite a human resources specialist to conduct “mock interviews” with students. • Have students’ role play the following: proper smile, proper handshake, proper posture, alertness, proper eye contact, enthusiasm. You could also have the students’ role play negative mannerisms, such as playing with their hair, chewing gum, slouching, limp handshake, lack of confidence/shyness, etc. These could be videotaped and discussed in class. • You Tube “How to Shake Hands” and show demo to students. 	