

## Interviewing Skills Workshop Lesson Plan

### Objectives

*At the end of the lesson, students will be able to:*

- (1) Use vocabulary and concepts related to job interviews in conversation with each other;
- (2) Describe what is included in an effective interview;
- (3) Practice effective interviewing techniques.

**Workshop Duration: 2 hours; Recommended Level: 3+**

**Preparation/Materials Needed:** Student Guide, Sample Job Descriptions for Interview Practice Activity

Flow	Time	Presenter	Content/ Key Points to Cover	Teaching Approaches/ Student Guide
1	5 min.		<p><b>Welcome/Review Workshop Objectives and Agenda/Introductions</b></p> <p><b><u>Page 2 of Student Guide:</u></b>  <u>Objectives</u>            At the end of the lesson, you will be able to:            (1) Use vocabulary and concepts related to job interviews in conversation with each other;            (2) Describe what is included in an effective interview;            (3) Practice effective interviewing techniques.</p> <p><u>Agenda</u></p> <ul style="list-style-type: none"> <li>• Introduction to Job Interviews</li> <li>• Important Vocabulary</li> <li>• Tips for Success</li> <li>• Sample Interview Script</li> <li>• Practice Interviewing</li> </ul>	<p><b>Ask students to turn to <u>page 2</u> of their Student Guide.</b></p> <ol style="list-style-type: none"> <li><b>1. Say:</b> Welcome to the Interviewing Skills Workshop.</li> <li><b>2. Do:</b> Review the objectives and agenda. Have students introduce themselves.</li> </ol>
2	20 min.		<p><b>Introduction to Job Interviews</b></p> <p><b><u>Page 3 of Student Guide:</u></b></p> <ol style="list-style-type: none"> <li>1. Why do you think companies have job interviews?</li> <li>2. What do you think you should do at a job interview to be successful?</li> <li>3. What shouldn't you do at a job interview?</li> </ol>	<p><b>Ask students to turn to <u>page 3</u> of their Student Guide.</b></p> <ol style="list-style-type: none"> <li><b>1. Write:</b> Ask students to write the answers to the three questions in their Student Guide.</li> <li><b>2. Read:</b> Ask students to read their responses.</li> </ol>

		<p><b><u>Page 4 of Student Guide:</u></b>          Are you preparing for a job interview? A job interview can be challenging if you have not done it before, or if it's been a while since you have interviewed. Companies use job interviews to get to know you, learn about your work <b>experience</b> and <b>skills</b>, and to see if you would be a <b>fit</b> for an open position. Because <b>first impressions</b> at a job interview are very important, it's necessary to present yourself in a positive way. When you are at an interview, you are also looking to see if the company is a fit for you.</p> <p>Being prepared will help you to overcome any anxiety or uncertainty you feel about interviews. There are <b>techniques</b> you can practice that will give you <b>confidence</b>. There are also tips you can learn that will make your interview experience a success.</p>	<p><b>3. Read:</b> Ask 1-2 students to read the paragraphs out loud about interviewing in their Student Guide on <b>page 4: Are you preparing for a job interview? A job interview...</b></p> <p><b>4. Say:</b> Today we are going to spend time learning about what to do at a job interview so that you will be successful.</p> <p><b>*Note to Tutor:</b> The next section of the lesson covers the bolded vocabulary in the statement about interviewing. As an alternative, you can cover vocabulary in phases as students read page 4 of the Student Guide. See the note below for more details.</p>
<b>3</b>	<b>15 min</b>	<p><b>Important Vocabulary</b></p> <ol style="list-style-type: none"> <li><b>1. Experience</b>-what you have learned from doing a job or going to school, e.g., volunteer, work, intern.</li> <li><b>2. Skills</b>-your talents or ability to do an activity or job well, e.g., customer service, communication, planning, computer.</li> <li><b>3. Fit</b>-whether a job is right for you.</li> <li><b>4. First Impression</b>-what a person first thinks about you when they meet you.</li> <li><b>5. Techniques</b>-a way of doing something by using special knowledge or skills.</li> <li><b>6. Confidence</b>-a feeling or belief that you can do something well or succeed at something.</li> <li><b>7. Job Applicant</b>-the person who applies for a job.</li> <li><b>8. Employer</b>-the company or organization that has a job opening.</li> <li><b>9. Accomplishment</b>-your achievements or things you have done very well.</li> </ol>	<p><b>Ask Students to turn to page 5 of their Student Guide.</b></p> <ol style="list-style-type: none"> <li><b>1. Say:</b> We just read information about interviewing for jobs that included some important vocabulary. On page 5, define each word you see listed.  <b>Note:</b> Students may need to use their translators. This can be a pairs activity.</li> <li><b>2. Discuss:</b> Ask students to share their definitions and discuss.</li> </ol> <p><b>Alternative Approach:</b> Instead of reviewing all of the vocabulary after having students read about interviewing on page 4, you could have students read just the first paragraph, then review the corresponding vocabulary on page 5. Move to the second paragraph and review the corresponding vocabulary.          Note: Job Applicant, Employer and Accomplishment are additional vocabulary words to cover since they will be used later in the lesson.</p>
<b>4</b>	<b>10 min.</b>	<p><b>Tips and Techniques for Success: Do's and Don'ts</b></p> <p><b>Do:</b></p> <ul style="list-style-type: none"> <li>❖ Prepare in advance for your interview: know your strengths and learn about the company</li> </ul>	<p><b>Ask students to turn to page 6 of their Student Guide.</b></p> <ol style="list-style-type: none"> <li><b>1. Read:</b> Ask students to take turns reading the Do's and Don'ts on page 6.</li> </ol>

			<ul style="list-style-type: none"> <li>❖ Dress nicely</li> <li>❖ Know where you are going, have the address with you and the name of the person you should ask for when you arrive</li> <li>❖ Arrive early for your interview (at least 15-30 minutes before)</li> <li>❖ Turn off your phone</li> <li>❖ Be respectful of everyone you meet at the company</li> <li>❖ Shake hands, smile and make eye contact</li> <li>❖ Breathe and be relaxed</li> <li>❖ Show a positive attitude during the interview</li> <li>❖ Respond to questions with specific examples</li> <li>❖ Be thorough but concise</li> <li>❖ Tell the truth and be honest</li> <li>❖ Ask good questions/Be prepared with at least three questions</li> <li>❖ After the interview, send a thank you email to the interviewer</li> </ul> <p><b><u>Don't:</u></b></p> <ul style="list-style-type: none"> <li>❖ Wear casual, wrinkled, tight or poorly fitting clothes</li> <li>❖ Wear lots of jewelry, perfume or cologne</li> <li>❖ Arrive late</li> <li>❖ Chew gum</li> <li>❖ Give false information</li> <li>❖ Complain about a prior job, boss or co-worker</li> <li>❖ Fidget with pens, clothes or hair</li> </ul>	<p><b>2. Ask and discuss:</b></p> <ul style="list-style-type: none"> <li>• Why is it important to prepare in advance? Where can you learn more about the company? (Website, from friends, etc.)</li> <li>• <b>What does it mean to dress nicely?</b> <b>Activity:</b> Turn to page 7. Ask students to discuss what it means to dress nicely, e.g. no sweat suits, wrinkled clothes, shorts, short skirts for women, etc.</li> <li>• Why should you arrive early?</li> <li>• How can you show that you are respectful?</li> <li>• Discuss positive “body language” (when you shake hands, smile, make eye contact)</li> <li>• Why breathe and be relaxed?</li> <li>• How can you show a positive attitude during the interview?</li> <li>• Why should you give specific examples when you respond to questions?</li> <li>• What does it mean to be thorough? Concise?</li> <li>• Why should you tell the truth?</li> <li>• Why shouldn't you do the things listed under “Don'ts?”</li> <li>• Note that “fidget” means movement, typically a repeated one, caused by nervousness.</li> </ul> <p><b>3. Discuss:</b> Ask students why they think that this list of tips will help them have a successful interview.</p>
5	20 min.		<p><b>Sample Interview Script</b></p> <p>The sample script showcases the flow and content of an interview meeting.</p>	<p><b>Ask students to turn to page 8 of their Student Guide.</b></p> <ol style="list-style-type: none"> <li><b>1. Read:</b> Ask for a volunteer to read the directions. Let students know that the Sample Interview will give them an idea of a typical interview (even though interviews will vary depending on the Employer).</li> <li><b>2. Read:</b> Ask for two volunteers to read the Employer and Job Applicant roles on pages 8-9. Ask the rest of the class to pay special attention to what happens during the interview.</li> </ol>

		<p><u>Examples of what the job applicant did well:</u> The job applicant...</p> <ul style="list-style-type: none"> <li>• Researched the company and showed that he or she was prepared.</li> <li>• Listened to what the company expected of cashiers and shared information about themselves that matched the needs, e.g., worked as cashier before, customer focused, excellent problem solver, helpful and friendly.</li> <li>• Clearly described his or her strengths.</li> <li>• Turned weakness into a positive.</li> <li>• Gave a specific example of how they handled a difficult customer.</li> </ul>	<p><b>3. Read:</b> Ask a student to read the discussion question at the bottom of page 9: <i>What do you think the Job Applicant did well during the interview?</i> Discuss responses and use page 6 as a checklist for the discussion. Provide examples of what the job applicant did well.</p>
6	15 min.	<p><b>Questions You Might Be Asked at an Interview</b></p> <p><u>Key Point:</u> Remember the Tips and Techniques for Success on page 6.</p> <p><u>Suggested discussion points/answers:</u></p> <ol style="list-style-type: none"> <li><b>1. Tell me about yourself.</b> <i>Talk briefly about your background including 1-2 key accomplishments to show why you are the best person for the job.</i></li> <li><b>2. Why do you want this job?</b> <i>Talk about why you are a fit for the job and how you can make a difference if you worked there.</i></li> <li><b>3. What do you know about our company?</b> <i>Based on research you do before the interview, share what you know about the company and why you are interested in joining.</i></li> <li><b>4. Use three words to describe yourself.</b> <i>Think of three words that describe your strengths and show that you fit the job requirements, e.g., energetic, problem-solver, customer focused.</i></li> <li><b>5. What are your strengths?</b> <i>Think about your top 2-3 strengths or skills. Talk briefly about them with good examples, why they qualify you for the job and set you apart from other job applicants.</i></li> <li><b>6. What are your weaknesses?</b> <i>Talk about how a “weakness” can actually be a strength. For example, if you are a perfectionist, say how you can use it to help you to do an excellent job (detail oriented, excellent follow through, etc.).</i></li> <li><b>7. What are the responsibilities at your current job?</b> <i>Briefly describe what you do in your current job and how it relates to the one you are applying for.</i></li> </ol>	<p><b>Ask Students to turn to <u>page 10</u> of their Student Guide.</b></p> <ol style="list-style-type: none"> <li><b>1. Say:</b> The questions on page 10 are questions that you might be asked.</li> <li><b>2. Read:</b> Ask students to take turns reading the questions along with how they would answer them. Cover as many as time permits.</li> </ol> <p><b>Alternative approach:</b> Put the questions in a hat and ask students to pick a question, read it and answer individually or discuss as a group. Cover as many as time permits.</p>

		<p><b>8. Why do you want to leave your current company?</b> <i>Talk about your interests to grow and learn new things.</i></p> <p><b>9. Why was there a gap in your employment between [insert date] and [insert date]?</b> <i>Be honest. Explain the reason, e.g., was in school, took time off to have a family, etc.</i></p> <p><b>10. Tell me about an accomplishment you are most proud of.</b> <i>Describe the accomplishment with examples of why you are proud of it.</i></p> <p><b>11. Tell me about a time you made a mistake.</b> <i>Briefly share the mistake, but focus on how you corrected it.</i></p> <p><b>12. Tell me how you handled a difficult customer.</b> <i>Give a specific example of how you handled a difficult customer situation well. What skills did you use? Why were you effective?</i></p> <p><b>13. When can you start working?</b> <i>Provide a potential start date (include “notice” if you are leaving an employer). A start date that is two or three weeks in the future is common.</i></p> <p><b>14. When are you available to work?</b> <i>See above. Provide specifics related to time of day or days that you are available.</i></p> <p><b>15. Why should we hire you?</b> <i>Use this as an opportunity to sell your strengths and why you are a great fit for the job.</i></p> <p><b>16. Do you have any questions for me?</b> <i>Always ask a question. Based on what you hear in the interview, ask a question such as “You mentioned that you have some problems with customer service. Can you tell me a little more about the current situation and what the first challenges would be for the new person?”</i></p>	
7	30 min.	<p><b>Practice Interviewing</b></p> <p><u>PART 1:</u> Pick a job description that interests you. Prepare for a job interview by writing the answers to the following questions.</p>	<p><b>Ask Students to turn to <u>page 11</u> of their Student Guide. Provide students with 2-3 sample job descriptions.</b></p> <ol style="list-style-type: none"> <li><b>1. Read:</b> Ask a student to read the directions for Part 1. Provide sample job descriptions that they can look at. Have them choose one. Then ask them to write their answers to the five questions on page 11.</li> <li><b>2. Do:</b> Walk around to assist students. Review their answers to confirm that they are on the right track.</li> </ol>

			<p><u>PART 2</u>: Pick a partner and share the job description with him or her. Your partner will play the role of the employer. Pretend you are at an interview and answer the questions. Switch roles.</p>	<p><b>3. Read:</b> Ask a student to read the directions for Part 2 and pick a partner. Ask them to take turns pretending that they are at an interview.</p> <p><b>Alternative Approach for Part 2:</b> Ask for pair to volunteer to role play in front of the class. Have the rest of the students provide feedback.</p>
<b>8</b>	<b>5 min.</b>		<b>Wrap Up</b>	<b>Ask students how they will apply what they learned.</b>