

Lesson 15: Get A Job – Mock Interviews

Grades: 11-12

Goals and Objectives:

- Students will practice and be prepared for future interviews.

Content Standards and Objectives:

21C.S.5-8.1: The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.

21C.S.5-8.2: The student will demonstrate the ability to explore and develop new ideas, to intentionally apply sound reasoning processes and to frame, analyze and solve complex problems using appropriate technology tools.

21C.S.5-8.3: The student will exhibit leadership, ethical behavior, respect for others; accept responsibility for personal actions considering the impact on others; take the initiative to plan and execute tasks; and interact productively as a member of a group.

21C.S.9-12.1: The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.

21C.S.9-12.2: The student will demonstrate the ability to explore and develop new ideas, to intentionally apply sound reasoning processes and to frame, analyze and solve complex problems using appropriate technology tools.

21C.S.9-12.3: The student will exhibit leadership, ethical behavior, respect for others; accept responsibility for personal actions considering the impact on others; take the initiative to plan and execute tasks; and interact productively as a member of a group.

Standard 1: Advisor/Advisee – Academics – Contributing to Effective Learning (AA.S.1): Acquiring the knowledge, skills, and attitudes that contribute to effective learning in school and across the lifespan is critical to the academic success of students at the high school level.

Standard 2: Advisor/Advisee – Academics – Academic Rigor and Postsecondary Options (AA.S.2): Developing and monitoring personal educational plans, transitioning between academic levels, and exploring postsecondary options have an impact on the completion of school prepared for future plans.

Standard 3: Advisor/Advisee – Academics – Understanding the World of Work, Home, and Community (AA.S.3): Understanding the work environment and the requirements necessary to prepare to enter the workforce has a significant influence on the decisions students make. Monitoring standardized test scores, report card grades, and educational plans leads to achieving individual goals. The skills learned in the school environment also apply to the home and community.

Standard 4: Advisor/Advisee – Career – Exploration and Planning (AA.S.4): Completing a career interest inventory, investigating the world of work including occupational employment outlook, and adjusting educational plans accordingly are all factors in the decision-making process.

Standard 5: Advisor/Advisee – Career – Strategies for Future Career Goals (AA.S.5): Knowing where to obtain information about the world of work and postsecondary training/education and developing skills will enhance a student's ability to achieve goals for the future. This includes developing a resume or portfolio, employ effective interview/communication skills, completing admission or employment applications, and identify resources for researching career choices.

Standard 6: Advisor/Advisee – Career – Employment Readiness Skills (AA.S.6): Understanding the relationship between personal qualities, education, and training are keys to success in the world of work. The focus of this standard is the employment of readiness skills for on-the-job success.

Standard 7: Advisor/Advisee – Personal/Social Development – Respect for Self and Others (AA.S.7): Acquiring the knowledge, attitudes, and interpersonal skill will help a student understand and respect self and others. This standard will address understanding self as an individual and member of diverse local and global communities and interact with others in ways that respect individual and group differences.

Standard 8: Advisor/Advisee – Personal/Social Development – Decision-Making (AA.S.8): Making decisions and setting goals are necessary to achieve goals. Young adults face many challenges and require the skills to make the right choices and understand the consequences of their decisions.

Standard 9: Advisor/Advisee – Personal/Social Development – Personal Safety Skills (AA.S.): Applying personal safety skills and coping strategies will assist with solving problems and making healthy choices. Young adults need to be able to identify at-risk behaviors and the common stressors that create conflict and impede achieving goals. Stress and anger management are important skills for survival.

Procedures:

1. Begin with a large group discussion. Ask the class what they might know about interviewing? What are the do's and the don't's of the interview process?
2. Create two lists on the board. Examples of the do's might include: Do dress up. Do remember that you are there to highlight you. Do shake hands with someone when you are meeting them. Examples of don'ts might include: Don't show up to an interview in jeans and casual wear. Don't use too much perfume or cologne. Don't use slang or cuss words when talking. Don't answer questions with a simple yes or no; explain yourself.
3. Guide students through this activity. They may not have much interview experience at this point.
4. Once the large group discussion is finished, pair students up into groups of two. Have students look at the Student Activity Sheet. Several questions have already been listed for them. However, have students brainstorm other possible questions that an employer might ask them. In addition, what questions might they ask their potential employer?
5. Once they have completed their question brainstorm students will need to take turns playing the role of the employer and the interested student. Students will then need to complete the self reflection sheet that follows.
6. Once everyone is finished with the activities, bring the group together as a whole. Base a discussion around their reflections. What did they learn? What can each student improve on? What did each student do well?

Students may use the practice interview questions found on cfwv.com under the "Get a Job" tab.

Student Activity Sheet: The Mock Interview

Student #1: _____

Student #2: _____

The Employer's Questions:

1. Give a brief introduction of yourself.
2. Why do you want to work here?
3. What skills, abilities or strengths can you offer our organization?
4. What are your weaknesses?
5. What experiences have you had that prepared you for this job?
6. What do you want to do in the future? In other words, what are some of your goals?
7. What are some of your interests?
8. Of which accomplishments are you most proud?
9. If you could meet any important figure in the past or present, who would it be and what would you talk about?
10. What characteristics do you think are important to have when working with others?

Create 3 original questions.

13. _____

14. _____

15. _____

The Student's Questions

It's important to have the information to answer these questions appropriately. You will need to complete a bit of research at the school's website to do so.

1. What are your organization's main goals for this year? for the next three years?
2. What is the work environment like?

Create 2-3 original questions.

- 6.
- 7.
- 8.

Self Reflection:

- What were your interviewing strengths?
- What were your interviewing weaknesses? What can you do to improve that skill?
- What was the most important thing that you learned from completing this activity?
- Pretend you are the employer. Based on this interview, would you hire yourself? Why or why not?