

# **“INTERVIEWING FOR A JOB”**

## **INSTRUCTOR’S NOTES**

### **Overview**

“Interviewing for a Job” is one in a series of packages designed to instruct students in learning key job search/employability skills, job survival and life skills needed to successfully secure and obtain employment and support independent living in the community. Each package is a stand-alone instructional unit on that topic area that can be used as a resource in a teacher-led or self-paced program setting.

This instructional package accommodates different learning styles and retention strategies with PowerPoints with audio and worksheets.

### **Implementation**

The package provides over 10 hours of instruction on this content area in each of two levels. The package is competency-based—the knowledge, skills and behaviors that must be demonstrated for successful completion are provided. Please see the Scope and Sequence Chart for the process of using the different materials, along with the lessons and time frames.

The package may be used in a variety of instructional areas including career/technical education, special education, school-to-work transition, life skills, family and consumer science, employability/job readiness skills, work maturity, business education, and dropout prevention. Additional settings include Welfare to Work, juvenile justice correctional centers, adult basic education, family literacy, alternative education, out-of-school youth, and youth service centers.

Each package reinforces basic English, writing and math skills. Students are required to express themselves in complete sentences, to use correct grammar and punctuation, to spell correctly and to organize thoughts in an acceptable manner.

### **Differentiated Instruction**

The instructional materials are provided at different reading levels and support differentiated instruction for a class of varying levels of learners:

1. 3rd-4<sup>th</sup> grade reading level materials for students with special needs or students at-risk (found in Section 2), and
2. 6<sup>th</sup>-8<sup>th</sup> grade reading level materials for students with special needs, students at-risk and the general population (found in Section 3).

Please see the Scope and Sequence Chart to see the process of parallel instruction using all the materials provided in the package.

## **Contents**

This package contains:

- Section 1:** **Instructor's Notes** (containing the Scope and Sequence Chart, Competencies, pertinent Answer keys and Rubrics)
- Section 2:** **3<sup>rd</sup>-4<sup>th</sup> Grade Reading Level Differentiated Instruction**
- A. **Student Competency Requirements** (to inform the individual of the desired competencies to be learned)
  - B. **“First Look at Interviewing” Pre/Post Test with Score Report Form** (Interactive PowerPoint on thumb drive, hard copy in binder). Use the PowerPoint to administer the Pre-Post Tests. The PowerPoint also has *assistive technology with audio* that reads thru the questions. In addition, the **Score Report Form** provides the answers and is used to record student responses.
  - C. **“First Look at Interviewing”** (PowerPoint on thumb drive, hard copy in binder). Use the PowerPoint to instruct the users in the main concepts of the unit (audio that reads thru the slides is also provided on this PowerPoint for the lower-functioning students).
  - D. **“Matching”** Vocabulary Worksheet
  - E. **“Math Think It Over”** Worksheet
  - F. **“Interviewing Word Search”** Worksheet and key
  - G. **“Interview Preparation”** Worksheet
  - H. **“Practice Follow-up Letter”** Worksheets
- Section 3:** **6<sup>th</sup>-8<sup>th</sup> Grade Reading Level Differentiated Instruction**
- A. **Student Competency Requirements** (to inform the individual of the desired competencies to be learned)
  - B. **“Interviewing for a Job” Pre-Post Test with Score Report Form** (Interactive PowerPoint on thumb drive, hard copy in binder). Use the PowerPoint to administer the Pre-Post Tests. In addition, the **Score Report Form** provides the answers and is used to record student responses.
  - C. **“Interviewing for a Job”** (PowerPoint on thumb drive, hard copy in binder). Use the PowerPoint to instruct the users in the main concepts of the unit.
  - D. **“Interview Preparation”** Worksheet.
  - E. **“Practice Follow-up Letter”** Worksheets
  - F. **Assessment Checklist** and Answer Key (optional open-ended assessment—use answer key provided and Rubrics to score)

**Thumb drive** - contains files of all materials in the binder (Word, PDF and PowerPoint), in sections to match the binder.

## **Scope and Sequence Chart**

The Scope and Sequence Chart below provides the process of activities for the lessons/materials in this package. Students with special needs will benefit from repetition and extra time to process new concepts. They also learn best when information is presented in a range of modalities. The following recommendation is made with an eye to pacing for an inclusive class.

- **First Column - Lesson Plan.** This column represents the plan of instruction using the materials in this package.
- **Second Column – Time Frames.** This column shows the time frame based on approximately 50 minutes per day.
- **Third Column - 3<sup>rd</sup>-4<sup>th</sup> Grade Reading Level Activities.** This column represents the process of differentiated instruction activities for students who are working on an approximate 3<sup>rd</sup>-4<sup>th</sup> grade reading level.
- **Fourth Column - 6<sup>th</sup>-8<sup>th</sup> Grade Reading Level Activities.** This column represents the process of differentiated instruction activities for students who are working on an approximate 6<sup>th</sup>-8<sup>th</sup> grade reading level.

### SCOPE AND SEQUENCE CHART

LESSON PLAN	TIME FRAMES	3 <sup>RD</sup> -4 <sup>TH</sup> GRADE READING LEVEL ACTIVITIES	6 <sup>TH</sup> -8 <sup>TH</sup> GRADE READING LEVEL ACTIVITIES
<b>Introduction &amp; Pre-Test Assessment</b>	Day 1	<ul style="list-style-type: none"> <li>• Distribute the <b>Student Competency Requirements</b> (Section 2)</li> <li>• Use the PowerPoint to administer the <b>Interactive “First Look at Interviewing” Pre-Post Test</b> (on thumb drive)</li> <li>• Score the Pre-Test (answers on Score Report Form in Section 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Distribute the <b>Student Competency Requirements</b> (Section 3)</li> <li>• Use the PowerPoint to administer the <b>Interactive “Interviewing for a Job” Pre-Post Test</b> (on thumb drive)</li> <li>• Score the Pre-Test (answers on Score Report Form in Section 3)</li> </ul>
<b>Instruction</b>	Days 2-4	<ul style="list-style-type: none"> <li>• Use the <b>PowerPoint “First Look at Interviewing”</b> (on thumb drive)</li> </ul>	<ul style="list-style-type: none"> <li>• Use the <b>PowerPoint “Interviewing for a Job”</b> (on thumb drive)</li> </ul>
<b>Instruction</b>	Days 5-7	<p>Complete <b>Activity Worksheets: “Matching,” “Math Think It Over,” “Interviewing Word Search,” “Interview Preparation Worksheet,” and “Practice Follow-up Letters”</b> (Section 2)</p>	<ul style="list-style-type: none"> <li>• Complete <b>Activity Worksheets: “Interview Preparation,” and “Practice Follow-up Letters”</b> (Section 3)</li> </ul>

<b>Post-Test Assessment</b>	Day 8	<ul style="list-style-type: none"> <li>• Use the PowerPoint to administer the <b>Interactive “First Look at Interviewing” Pre-Post Test</b> (on thumb drive)</li> <li>• Score the Post-Test (answers on Score Report Form in Section 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Use the PowerPoint to administer the <b>Interactive “Interviewing for a Job” Pre-Post Test</b> (on thumb drive)</li> <li>• Score the Post-Test (answers on Score Report Form in Section 3)</li> </ul>
<b>Wrap-Up</b>	Days 9-10	<ul style="list-style-type: none"> <li>• Review Test Answers</li> <li>• Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Administer Assessment Checklist (optional)</li> <li>• Review Test Answers</li> <li>• Role Play</li> </ul>

### **Assessment/Evaluation**

There are many different assessment measures built into the package. For example:

1. *Pre-Post Tests* are provided for each different reading level in a PowerPoint format on the thumb drive. (A hard copy is also in the binder.)
2. The package is *performance-based*. The users will complete and demonstrate many of the competencies required (e.g., in class discussion, on the worksheets, and through role plays). Answers to the Worksheets are provided either in the binder behind the worksheet or see the Answer Keys section below.
3. In addition, *successful attainment* of many of the competencies must be shown in the user’s attitude, behavior, and interpersonal skills, such as maintaining regular attendance in class, being on time, being dependable, being part of a team, demonstrating good interpersonal relations, effectively communicating, solving problems, etc. Many of the package activities will provide opportunities to assess the student’s capabilities in these areas. Self-assessment activities are also provided for the user to examine his or her abilities and measure areas that need improvement.
4. *Rubrics* – are provided at the end of Section 1 to assist teachers in evaluating such areas as class participation, class projects, class presentations, writing assignments, written reports, oral presentations, role playing, etc.

### **Multiple Teaching Strategies**

The packages successfully integrate many teaching strategies. They include: interactive discussion and questioning, cooperative learning, role playing, portfolio assessment activities, computer technology, community-based activities, self-assessment measures, brainstorming, and simulations.

## **Role Plays**

The packages lend themselves to role plays to simulate situations encountered in getting and keeping a job. The teacher is encouraged to design role plays appropriate for the target population and students may help design the scenarios as well.

## **Community Activities**

Linkages with the community can serve as a good resource for additional work/research in the topic area. It is a good idea for the teacher to develop a “pool” of area employers who are interested in being involved in the program and will allow participants to come to their places of business. By visiting face to face with employers, participants will have an opportunity to learn what knowledge, skills and attitudes employers look for when hiring potential employees and when retaining and promoting employees. If on-site visits are not possible, having area employers visit the classroom would be very beneficial. This will provide valuable insight to the users.

In addition, it would be helpful to invite parents into the classroom to provide real-life experiences and perspectives to the world of work. This will enable individuals to see the topics from both the employer and employee standpoints.

## **Recordkeeping**

A minimal amount of time is necessary for recordkeeping. Each PowerPoint has a Score Report Form for the instructor to record student responses.

## **Competencies**

The students working on a 3<sup>rd</sup>-4<sup>th</sup> grade reading level will receive an introduction and awareness of the skills needed to be successful in an interview situation. Thus their competencies are more broad-based. Students working at the 6<sup>th</sup>-8<sup>th</sup> grade level will receive more in-depth instruction in the content area and their competencies are more detailed and specific. The following are the overall competencies for this package:

1. Discuss the purpose of a job interview – *the purpose of a job interview is to allow the employer to meet you and decide if you are qualified for the job. It is also the time you find out about the job and decide if you are interested.*
2. Discuss ways to prepare for a job interview – *be well groomed, have a copy of your resume with you, wear appropriate clothing, find out about the job, get a good night’s sleep, know the place and time of the interview, go to the interview alone, be on time, be prepared to talk about your skills, be prepared to ask questions of the interviewer (such as the specific duties of the job, salary/benefits and chances for advancement)*
3. Describe the ways to make a good impression with your appearance during the job interview – *be well groomed, your clothes should be clean and neat, your clothes should be appropriate for the job, you should have a clean body, you should have clean hair, perfume, make-up and jewelry should be used in moderation, hands/nails should be clean and trimmed.*