

Speaking and Listening Assessment Project

Lesson Plan

Interviewing

This unit is primarily designed to help students be more effective in the various real interviews that they will encounter in work and social settings. Students will discover the differing goals of various interview types and what variables impact those interviews. While the students will gain a wide knowledge and analysis base, they will also get the opportunity to practice different interviews.

Probable Length: 1-2 standard class periods

Illinois State Goals/Standards Covered: ELA Goal 4, Standards A and B. Benchmarks 4.A. 4a, 4.B.4c, 4.B.5d

Knowledge Objectives:

1. Define interviewing and relate the importance of each of the component parts involved in the interviewing process.
2. Identify and understand the unique characteristics between various interview types.
3. Anticipate the communication needs within each interview type and adjust accordingly.
4. Know the steps of preparing for various interviews.

Behavioral Objectives:

1. Develop listening skills in the interview so as to find the needed information (be able to ask probing secondary questions).
2. Practice various interviews in order to develop their own interviewing skills and reduce their communication apprehension in the interview setting.
3. Develop analysis skills to assess the quality of interviews based on the criteria provided to them (what should a good interview of each type contain).

Content:

- A. An introduction to interviewing
 1. Definition of interviewing
 2. Types of interviews
 3. Participants
 4. Importance of interviewing
 5. **Bridge to student activity: Question Time (activityIV)**
- B. Basic truths about all interviews
 1. Introduction concepts
 2. Agendas (body organization)
 3. Question organization
 4. Getting enough information (depth)

5. Types of respondents
 6. Analyzing interviews
 7. **Bridge to student activity: Sales Interview (activity2V)**
- C. Information seeking interviews
1. Goal of information seeking interviews
 2. Examples of information seeking interviews
 3. Unique characteristics
 - a. Role of the third party
 - b. Reporting the information
 - c. Critiquing an information seeking interview
- D. Employment interviewing
1. Getting ready as an applicant
 - a. Setting goals
 - b. Writing a resume and cover letter
 - c. Getting references
 - d. Getting ready to answer questions
 - e. **Bridge to student activity: Mock Interview (activity3V)**
 2. Getting ready as an interviewer
 - a. Goal of the interview
 - b. Organizational concerns
 - c. Asking good questions
 - d. Legalities
 - e. **Bridge to student activity: Professional Interview (activity4V)**

Assessment:

- A. Portfolio items
1. The students will create their own resume (Benchmark 4.B.5d)
 2. The students will create their own agenda example (Benchmark 4.B.5d)
 3. The students will videotape their practice interviews (Benchmark 4.B.4c)
 4. The students will critique their own interview (Benchmark 4.A.4a)
- B. Practice interviews
1. Video taped interviews
 2. In class exercises
- C. Interview critique
1. Watch video of journalistic review