|  |  |
| --- | --- |
| **TEXAS CTE LESSON PLAN**  [www.txcte.org](http://www.txcte.org) | |
| **Lesson Identification and TEKS Addressed** | |
| **Career Cluster** | Information Technology |
| **Course Name** | Practicum in Information Technology/Research in IT Solutions |
| **Lesson/Unit Title** | Conquering Your IT Job Interview |
| **TEKS Student Expectations** | **130.312. (c) Knowledge and Skills**  (1) The student demonstrates professional standards/employability skills as required by business and industry. The student is expected to:  (B) employ effective verbal and nonverbal communication skills  (2) The student identifies various employment opportunities in the IT field. The student is expected to:  (C) illustrate interview skills for successful job placement |
| **Basic Direct Teach Lesson**  (Includes Special Education Modifications/Accommodations and  one English Language Proficiency Standards (ELPS) Strategy) | |
| **Instructional Objectives** | **Performance Objective:**  Upon completion of this assignment, the student will be able to illustrate interview skills necessary for successful job placement.  **Specific Objectives:**  The student will   * demonstrate the ability to conduct company research in preparation for the interview * learn ways to control anxiety and make a great first impression * evaluate clothing to determine the appropriate dress for an interview * illustrate the ability to respond to behavioral and traditional interview questions * explain why it is important to follow up after an interview |
| **Rationale** | In this highly competitive work-world, it is necessary for students to be prepared to interview professionally and with the appropriate materials. |
| **Duration of Lesson** | Teacher’s Discretion |
| **Word Wall/Key Vocabulary**  *(ELPS c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)* |  |
| **Materials/Specialized Equipment Needed** | **Instructional Aids:**   * Company Research Activity Sheet * Tips to Overcome Interview Anxiety Handout * Job Interview Role-Play Scenarios * Responding to Interview Questions Handout   **Materials Needed:**   * Pen/Pencil   **Equipment Needed:**   * Computer with Internet access * Computers for students to conduct company research |
| **Anticipatory Set**  (May include pre-assessment for prior knowledge) | **Ask,** "Do any of you have a job?"  **Ask,** "Can anyone who has gone through a job interview share his/herexperience?"  If no one has experience with either, be prepared to share a brief story about your first job interview.  After this short discussion, tell the students that they will be doing an Internet search for "*job interview taboo videos* ". Pick a student to share the video with the class. After the video, have a classroom discussion about what went well and what could have been better during the interview. |
| **Direct Instruction \*** | If necessary, Instructor is recommended to make a PowerPoint presentation in conjunction with the lesson.   1. After the introduction, ask the students what they thought about the interviewees in the video they watched. (**NOTE:** The content will focus on everything from dressing for the interview to responding to questions during the interview. Students will focus on the things done incorrectly, but ask them how confident the interviewee seemed and how he/she was dressed. Your goal here is to acknowledge the poor behaviors exhibited but also point out the good things noticed during the interview.) 2. Allow students to respond, and make sure they discuss the fact that responses and behaviors like texting and answering phone calls should never take place during an interview. 3. Ask students why they think interviews are conducted in the first place and allow them to respond. **(NOTE**: discuss the definition of an interview. Next, discuss the goal of each person during the interview.)    1. The interview is meant to determine whether the applicant is a good fit for the job    2. The interviewer wants to know if the person has the skills and personality to do the job    3. The interviewee wants to know if the company is a fit as well. He/she will market himself/herself for the position if interested. 4. Tell students that successful interviews could result in an offer of work. This is a contract between two parties. Because of this, it is very important to do your research to prepare for the interview. **(NOTE**: discuss ways to research the company. discuss the detailed information that can be found on a company's website. They will find the company's mission and values and be able to glean a little bit about the culture and heartbeat of the company.) 5. Access the 7-11 Careers Internet. (**NOTE:** Have students go to the company website they have chosen and click on the job opportunity links. This activity is to help students understand how to search a company website for information. Links contain leadership and value information. They will need to select the “about us” link across the top to show them the mission, vision, and culture information.) 6. Demonstrate how to find out about the following for employees working at the company you have chosen:    1. Leadership Values    2. Benefits    3. Mission & Vision    4. Culture 7. Divide students into groups of 4-5 depending on class size, and have each group log into a computer. (**NOTE:** Students will need to use some of the search methods to complete the activity. Walk around and offer assistance if needed during the activity) 8. Hand out the Company Research Group Activity. Have the students decide on one company to research for this activity. No two groups can use the same company. (**NOTE:** Have the groups share their findings for each company with the entire class. Close by stressing that it is important to do your research and that this will help them be prepared for the interview) 9. Ask students to recall a time when they had something big coming up (test, presentation, etc.) and ask them how they felt. Ask them how they overcame that anxiety. Allow students to share some examples. 10. Tell students that it is acceptable to be nervous or anxious before an interview, but stress that they must be able to relax and remain composed. This will help them make a great first impression. 11. Close this section of the lesson by passing out the Tips to Overcome Interview Anxiety handout. (**NOTE:** Answer any questions and be sure students understand why they need to dress professionally for the interview) 12. Discuss the importance of dressing appropriately for an interview. 13. Discuss the "dos and don’ts" of dress for men and women. 14. Discuss additional hygiene tips for interviews. 15. Show students a series of clothing types on PowerPoint slides. The students will need to determine if the clothing shown on the slides is appropriate or inappropriate for a job interview. (**NOTE**: If they respond incorrectly, explain any confusion. Answers are as follows: Yes, No – no shorts, No – too dressy, Yes, Yes) 16. Discuss the difference between behavioral and traditional interview questions and share the any examples. (**NOTE:** talk about question types and follow-up with the interviewer. Students may ask if they can “text” their thank you note to the employee. Explain that hand-written notes or emails are better because not all people are comfortable with texting and some jobs even prevent employees from having their cell phones with them at work. This sometimes includes the managers.) 17. Respond to any questions before moving on to the application and guided portions of the lesson. |
| **Guided Practice \*** | Divide students into groups of 3 for a role-play exercise. Each group will have an interviewer, and interviewee, and an observer.  Give the interviewee a company name and information about the company to which they are applying. The interviewer will be given questions to ask during the interview. The observer will have an evaluation checklist used to evaluate the interviewee. You will need several copies of the sheet to cover all students.  At the end of the role-play, the observer will give feedback, and the students will switch roles. Each person should have a chance to play each role. In cases where there are uneven numbers of students, adjust as follows:   * 4 students in a group – have two observers * 2 students in a group – the interviewer asks questions and gives feedback |
| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | After completing the guided role-play activity, the students will complete the Responding to Interview Questions Handout. The students will use the information discussed during the lesson to respond to 5 behavioral questions and 5 traditional questions.  Students will answer the questions on the handout and will be given feedback from the instructor/facilitator. |
| **Lesson Closure** | As the students complete all the activities included in the lesson, they should be able to illustrate interview skills necessary for successful job placement.  Ask each student to share one thing he/she learned and will take away from the lesson. |
| **Summative/End of Lesson Assessment \*** | **Informal Assessment**  During the role-play activity, the students will practice the skills they learned from the lesson. The instructor should walk around to each group, listen in, and share feedback. At the end of the activity, pull the students back together in a group and ask the following questions:   * "How could you tell if a question was behavioral or traditional?" * "What were some of the challenges you faced in responding to the questions?" * "Were there any trends observed during the role-plays?" * "What best practices can you offer each other for improvement?"   **Formal Assessment**  During the independent practice session, students will respond to a set of behavioral- and traditional-type questions. The responses should be evaluated using the rubric. Because of the experience level in the class, each set of responses will differ, but the answering methods should be the same. |
| **References/Resources/**  **Teacher Preparation** |  |
| **Additional Required Components** | |
| **English Language Proficiency Standards (ELPS) Strategies** |  |
| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** | |
| **Reading Strategies** |  |
| **Quotes** |  |
| **Multimedia/Visual Strategy**  **Presentation Slides + One Additional Technology Connection** |  |
| **Graphic Organizers/Handout** |  |
| **Writing Strategies**  **Journal Entries + 1 Additional Writing Strategy** |  |
| **Communication**  **90 Second Speech Topics** |  |
| **Other Essential Lesson Components** | |
| **Enrichment Activity**  (e.g., homework assignment) | The students should have the skills necessary to dress professionally and respond appropriately to interview questions. Students should also be able to:   * share these skills with others in peer groups * apply these skills to real-life situations in the working world * apply the skills learned here to the TEKS lesson on resume writing and portfolio creation |
| **Family/Community Connection** |  |
| **CTSO connection(s)** | SkillsUSA, TSA |
| **Service Learning Projects** |  |
| **Lesson Notes** |  |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)