

The Practice Interview as an Oral Presentation Assignment

(How to make your *Practice Interview* fit *Oral Presentation Guidelines & Rubric*)

Oral Presentation Guidelines Crosswalk to Practice Interview Assignment:

1. Subject Knowledge = Why I am Employable / What Basic Work Knowledge & Skills I have
2. Time Requirement = Instead of follow-up questions, the interview (Q&A) is the presentation.
3. Attire = Students dress like you expect them to dress for an interview
4. Use of Visual Aids = Visual Aid mandated will be resume and application (can be portfolio if student has one ready).
5. Use of Resources = The use of resources is use of the resume and application (for most part, this will mean duplicate scores on 4&5 – which will be fine, but 4 is having physical copies and 5 is making reference to them).
6. Eye Contact / Body Language / Posture – Same, only likely student is seated for interview; but good to grade on coming in, greeting, hand-shake.
7. Verbal Techniques – Same; still important to use clear voice and correct pronunciation, etc.

**For Any CTE course, it is possible / preferable for the CTE instructor to tell students that an ‘A’ presentation is dependent on the student’s ability to draw on what he/she has learned in the course in addressing the requirements connected to #s 1, 4 and 5 of guidelines/rubric.*

i.e. – A Graphic Design student might stress the creativity necessary to address assignments.

An AG / FFA student might indicate the dedication of taking care of an animal / a project.

***Please consider the following interview questions / prompts** as possibilities for any interview situation you decide to create for your students. These, given any scenario (An opening as a waiter, a checker, or a specific industry) are possible, and even probable, interview questions. You can mandate that all students pretend they are on an interview for *Target*, or you can give them some leeway in deciding on a position they may want to have even more.

1. At _____ we put a premium on being on time, and “an honest day’s work for an honest day’s pay.” What sort of experiences have you had that you can point to as evidence of your work ethic?

2. At _____ we also need someone who can follow directions from supervisors and get along well with fellow employees. Tell me about your experience following directions and being a team player.

3. Now that you know a little bit about our company, and we know a little more about you, tell me why it is you want to work for _____ in this position, and what makes you think that you are the best candidate for this position.

4. Well, that concludes the questions. Do you have any questions of me, or anything you want to clarify regarding the previous questions?

Practicing / Prepping for #s 1, 4, 5, and even 7 of the guidelines

Besides having a resume, application, or portfolio in hand, the use of these materials in answering the questions (1,2, and 3) will be the key to scoring at the highest levels in 1,4, and 5 of the rubric.

Student answers to 1,2, and 3 of the questions / prompts should include something similar to these examples: “As indicated in my resume...” or “the volunteer experience that I have documented in my portfolio...”, etc.

*Besides a clear voice, and being able to pronounce words correctly, knowing how to bring in the resume, application, and/or things one wants to talk about is also a “verbal technique.” Encouraging students to think about how they will form their answers in a way that allows them to reference these important products / experiences is part of good preparation.

Utilizing the Guidance Technician in Preparing for and/or Implementing This Assignment.

The guidance technician - and Program Assistant and Director of Education - are willing to come in to classes and be a part of preparation for this assignment, going over what constitutes good responses and participating in practice. Guidance Technicians are also available in set aside after school hours, generally two days per week at each site, where students can be encouraged to go and get assistance.

This “assistance” can also be the interview itself. If you would like for the student to do the interview with a guidance technician utilizing the after school or lunch time, the student can be asked to come in with a friend (to be the interviewer) and the Guidance Technician can utilize the rubric to score the assignment and return the form to you (The interview will be recorded and submitted for your review - along with a grade given using the rubric). *Like the classroom work, if there is a set time period for the assignment / interview to be done in – and you would like an IVROP Program Administrator / Manager, or the Employer Connection Guidance Technician to be the interviewer for these after school sessions, this may be arranged for.