

Skill 26: *Conduct Interviews*

Students will be able to (SWBAT):

1. Define the skill ***Conduct Interviews*** and identify why the skill is important.
2. Develop a plan to improve their own proficiency in the skill ***Conduct Interviews***.

Provided Materials:

- Skill 26: ***Conduct Interviews*** – On the Job
- Skill 26: ***Conduct Interviews*** – Development Plan

Skill Definition: ***Conduct Interviews*** means obtaining information from a person for direct and concise research.

Warm Up Brainstorm (5-10 minutes): Write the provided skill definition on the board for students to copy and, based on the definition, ask students to brainstorm and share all the different times they have been interviewed by someone (ex: for a job, for college, by a doctor, etc.). Then ask them to brainstorm and share any interviews THEY have conducted and how they think they did. What are some useful interviewing skills that one should have to conduct an interview (as in, what makes a good versus a bad interview)?

Guided Activity (20-25 minutes): Ask your students to complete the handout **Skills 26: *Conduct Interviews* – On the Job** with a partner and to strongly consider when they might need to interview someone in the future. When all the charts have been completed have each pair match up with another pair to make a group of four, and ask them to share their answers with one another. It is likely that they will have thought of different interviewees for each role.

Independent Practice (5-10 minutes): Students complete the **Skill 26: *Conduct Interviews* – Development Plan**.

Evaluation: Assess the quality of the plans completed by the students and provide feedback using Part Three of this manual; compare to the responses they gave for Skill 26 in their initial **Student Skills Assessment**.

Extension Activities:

- When giving research assignments, require that students prepare interview questions that you approve ahead of time and find someone relevant to interview for their projects.
- Conduct a lesson on what makes good interview questions, show students samples of high quality interviews, and have students practice interviewing each other.

Skill 26: Conduct Interviews – On the Job

Name: _____

Date: _____

Directions: With a partner complete the chart below to consider why it is important to be able to conduct a good interview. The last two “occupation/role” boxes are blank for you to fill in on your own with two new/different occupations or roles. Be prepared to share with another pair.

| Occupation/ Role | Who might you have to interview? | What might the consequences be if you do not interview this person/these people well? |
|--|-------------------------------------|--|
| Parent | | |
| Landlord | | |
| Journalist at a university newspaper | | |
| Doctor | | |
| Adult child of a very ill and aging parent | | |
| Bank Manager | | |
| Travel Agent | | |
| Psychology Major in College | | |
| | | |
| | | |

Skill 26: *Conduct Interviews* – Development Plan

Name: _____

Date: _____

Directions: Give yourself a rating of 1, 2, 3, or 4 in this skill, with 1 indicating poor proficiency and 4 indicating excellence in the skill. Provide evidence for your rating.

Rating: _____

Evidence:

Where do you want to be in six months and how will you measure your progress?

List academic and non-academic activities to help you achieve your goal in six months, using the back of this page if necessary. Each activity should be a specific academic experience, class, community service project, extra-curricular activity, internship or job. List them in order from the most important to the least important.
