

MASS CLEAN ENERGY CENTER **JOB READINESS ACTIVITY · PREPARING FOR THE INTERVIEW**

Preparing for the Interview

Contextualized ESOL Support Activity

ACTIVITYCreative Problem-Solving,
Critical Thinking,
Self-Directed Learning**90**

minutes

PREPARING FOR THE INTERVIEW

ACTIVITY OVERVIEW

Objective	Students will understand the many components of preparing for an interview.
Durable Skill	Creative Problem-Solving, Critical Thinking, Self-Directed Learning
When to Use	When students have already done some preparation through identifying job openings and tailoring their resume and cover letter to a job posting. This activity provides practice in researching online.
Activity Type	Individual work, Pairs work, Large group discussion, Video discussion
Time Needed	90 minutes

STUDENT MATERIALS

- Handout 1: Preparing for the Interview
- Handout 2: Research the Company and Role Worksheet

Instructor Preparation**Activity Location**

- Classroom with internet access and computer for each student

Pre-Work

- Have students identify a job posting online for an HVAC/ Heat Pump service technician to use as the basis for this lesson. Have them choose one that matches their skills gained in the training.
- Compile a list of places for participants to get free or low-cost work attire if needed.

Material Preparation

- Review the students' handouts. Make one copy per student of each.
- For background
 - Review the articles below:
 - [HVAC Interview Tips That Work](#)
 - [The HVAC Interview: Preparing and Dressing for Success](#)
 - [The Crown Act: Creating a Respectful and Open World for Natural Hair](#)
 - Review the videos below:
 - [How to Prepare for an Interview in 11 Steps](#)
 - [How to Ace Your Video interview](#)
 - [How to Make a Good Impression in a Virtual Interview](#)
 - [1st HVAC job part 4 Dressing for Success](#)

ACTIVITY DIRECTIONS

Part 1 – Researching the Company and Reviewing Qualifications

1. Tell students there are many steps to prepare for the day of the interview. Taking the time and effort needed to prepare will help set them up for success the day of the interview.
2. Ask students to brainstorm ways to prepare for the interview. Record these on the whiteboard.
3. Distribute and review the first three sections of Handout 1. Explain that they are going to learn about the preparation steps.
 - Review the first two sections noting the many points listed on the whiteboard.
 - Review the section titled, “Research the Company and Role.” Explain that they will first focus on these three points:
 - Carefully examine the job description
 - Consider why they are interviewing and their qualifications
 - Perform research on the company and role
4. Remind students that while they have already done some of this preparation through identifying job openings and tailoring their resume and cover letter to a job posting, they are going to again practice researching online.
5. At their computers, ask students to pull up the job posting they identified.
6. Distribute and review Handout 2. Have students research and complete the worksheet. Circulate and assist as needed.
7. Debrief as a large group using these guiding questions:
 - What surprised you about the company or job?

- Do you have any common connections to this company? (i.e., LinkedIn, Facebook connections, connections to a current employee at the company)
 - What is the hierarchy of the company? Are people of color reflected in the leadership?
 - How well do your qualifications match the position? (Instructor Note: Emphasize formal and informal qualifications and the importance of speaking to both.)
 - How well do your values match the company? How do the mission and values of the company align with yours?
 - How would you travel to the company for an interview? Is there public transportation? How long might it take?
 - What additional questions do you have about the company or job?
8. Explain that part of interviewing is being able to give specific examples of how your skills, interests, and values match the job they are applying for. Refer to Handout 2, the section titled, “The Position.” Ask students to share their examples listed for “My Stories and example that show how I am a match to the position and company.” Remind them that this can include volunteer work, previous paid or unpaid work.
9. Provide feedback noting what makes something a strong example, what types of examples not to use, and how they can shorten or add detail as needed.

Part 2 – Assembling the Job Portfolio

1. Review and discuss Handout 1, Part 2.
2. Note that most employers ask for digital copies of a resume with the application, but they may not have easy access to it during the interview itself. Having hard copies to present to multiple interviewers shows that students are prepared and organized. Assuming the interview is in person, they should have at least three copies to provide for multiple interviewers, plus one for themselves to follow along.

Part 3 – Dressing for the Interview

1. Refer to Handout 1, Part 3. Note that the goal is to ensure they have appropriate workplace attire for the interview based on the sector and position. Reference the Crown Act article described under Instructor Preparation.
2. Tell students the goal is to understand what employer expectations are and how they best want to represent themselves in the interview.
3. As a class view and discuss the video, [1st HVAC job part 4 Dressing for Success](#).
4. Debrief by asking how people dressed on the company websites they researched.
5. Wrap-up by noting that while each HVAC/ Heat Pump company may vary slightly in dress, the goal is to feel confident and professional based on the position.

Part 4 – Planning for Travel, Child Care and a Virtual Interview

1. Refer to Handout 1, Part 4. Review and discuss their answers to the questions for travel and child care as if they were going to an interview next week for the job at the company they researched earlier.
2. Wrap-up by noting that they need to think about travel and child care needs as they are considering companies to apply to and interview with.
3. Next, tell students that many companies do virtual interviews, especially for screening purposes, making it essential they be prepared to present themselves in the best light figuratively and literally.

4. Ask students to share if they have had an experience doing a virtual interview.
 - How did they prepare?
 - What went well? What was challenging?
 - What advice would they give others doing a virtual interview?
5. Show the video [How to Ace Your Video interview](#).
6. Debrief by asking students what stood out to them. Then review Handout 1, Part 4, Virtual Interviews.
7. Close the lesson by saying while there are many things to consider when getting ready for an interview, when they have done it for one interview it will help them for subsequent interviews. Preparedness demonstrates that they are interested and willing to do the work needed to succeed on the job. Doing their homework will pay off.

POST-ACTIVITY RECOMMENDATIONS

1. Arrange for students to practice doing a virtual interview with the instructor or another staff person.
2. Have students watch in pairs one of the videos below:
 - [How to Prepare for an Interview in 11 Steps](#)
 - [How to Make a Good Impression in a Virtual Interview](#)
3. Have students read:
 - [HVAC Interview Tips That Work](#)
 - [The HVAC Interview: Preparing and Dressing for Success](#)

Adapted from Chicago Jobs Council, Career Readiness Curriculum, 2023

ESOL Strategy Note

Before the class brainstorm in Part 1, step 2, write sentence starters on the board such as “One way to prepare is...” or “I could research...” so multilingual learners have a language frame ready before being asked to generate ideas out loud.

Before showing the videos in Parts 3 and 4, preview a few key phrases students will hear (e.g., “make a good impression,” “dress for success”) and have students predict what the video might show — this builds anticipation and gives them anchor vocabulary to listen for during faster or unfamiliar speech.