



WBL Lesson Plan

Mock Interview

Overview



Mock interviews allow students to practice their interview skills and get valuable feedback from business partners. These sessions not only allow students to practice future ready skills, but make connections with local professionals, including potential internship employers and supervisors.

Students will:

- Practice live interview skills with professionals
- Participate in a mock interview session, preparing for internships and job interviews
- Receive feedback on a written resume and interview skills
- Practice articulating skills in conversation with a professional

Connections



Students have a chance to build connections through interactions with professionals.

Skills

Communication
Initiative & Self-
Direction
Planning for
Success



Preparation

Educator Note: Ensure students are ready for mock interviews through intentional preparation, including students having an updated resume (see [Resume Review lesson](#)).

Partner Outreach: Determine how many partners will be needed for the mock interview session. One partner for every 2-3 students is recommended. Consider advisory board members, community partners, internship providers/supervisors, or other connected professionals to serve as interviewers. It is recommended that this activity take place for one class, approximately 30-35 students at a time, allowing smaller groups of students to engage with professionals. Use the [communications toolkit](#) to reach out to potential participants.

Ensure partners know the [format of the mock interview](#) and best practices of working with students. Consider sharing [sample questions](#) and the *Rating Sheet* found at the end of this document prior to the engagement.

WBL Participation Tracker: Enter the mock interview into the [WBL Tracker](#).

- Includes only the day/time spent with the professional; Activity 2 below
- Primary Activity: Mock Interview
- Assign students to the activity





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Implementation

Use this activity to help students to prepare for mock interviews.

Activity	Instructions
Activity 1 – Prepare Total Time: 30 minutes – 1.5 hours	Student Preparation – Mock Interview Select any or all of the activities below to prepare students for the mock interview session. Suggested completion takes place the week prior to the mock interview session. Activity 1 – Research Activity <i>Suggested time: 30 – 40 minutes</i> Help students understand the importance of research when applying and interviewing for a job. Have students research jobs or internships that will be presented during the mock interview session using this research activity . When possible, share the companies where the mock interviewers work so students have an established understanding of roles and businesses represented. Activity 2 – Resume Update <i>Suggested time: 20 – 30 minutes</i> Prior to the mock interview session, students will update their resume to reflect any specific needs of the internship or job application. Reference Activity 1 – Prepare in the Resume Review lesson for more details. Activity 3 – Review Session Procedures and Practices <i>Suggested time: 30 – 45 minutes</i> Help prepare students for the mock interview session by <ul style="list-style-type: none">• reviewing how the partners will evaluate them during the mock interview using the <i>Rating Sheet</i> found at the end of this document• reviewing the sample questions that might be asked• reviewing the professional dress guidelines Going into the mock interview session, students should have: <ul style="list-style-type: none">• Completed the research activity• Updated resume• Reviewed the rating sheet• Reviewed the sample questions





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Activity	Instructions
Activity 2 – Participate	<p style="text-align: center;">***Work-Based Learning***</p> <p style="text-align: center;">Add this as an activity in the WBL Participation Tracker</p>
Total Time: 50 minutes	<p>Student Participation – Mock Interview</p> <p>Welcome: Assign students to greet mock interview partners as they arrive at the school and direct them to the space where interviews will take place.</p> <p>Logistics: Allow an entire class period to complete the activity. Before the activity, assign students to two professionals. Position professionals around the selected space to accommodate student rotation.</p> <p>Implementation: Students will sit with their first interviewer. They will share a copy of their resume, cover letter, and rating sheet with the interviewer. Allow 15 minutes for each interview, giving time to review resume, the mock interview, quick feedback, and any career conversations to take place. After 15 minutes, rotate the students to their next interviewer. Continue until all students have had at least two interviews.</p> <p>Educator Note: If students are using a digital resume remind students to charge their devices, silence notifications, and have documents open and ready for review. If sharing via Google Docs, walk students through saving the document and sharing with their reviewer.</p> <p>During the activity, walk around the room to ensure all interview groups are going as they should and address any questions as they surface.</p> <p>Remind students that establishing professional connections is essential to their success and this engagement could be an opportunity to connect with a potential internship supervisor or other professional to add to their growing network.</p> <p>Industry Partner Feedback</p> <p>Allow the industry partner(s) who are reviewing resumes to formally give students feedback via the WBL Skills Feedback Survey.</p> <ul style="list-style-type: none">- Add this activity to the WBL Participation Tracker- Add students to the activity <p>Generate a QR code to share with industry partners; found under <i>Employer Skills Feedback</i></p>





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Activity	Instructions
Activity 3 – Reflect Total Time: 40 minutes	Student Reflection – Mock Interview Session Resume Feedback: After receiving feedback from their interviewers, build in class time for students to review, reflect, and implement feedback. <ul style="list-style-type: none">• Students review feedback from professionals and read through rating sheets• Students take time to update their resumes to include the feedback from the mock interview session• Draft a Thank You Note to their interviewers Student Reflection – WBL Reflection Form <ul style="list-style-type: none">• Students log into their NAFTrack Student account• Students select WBL Reflection Form under 'Activities'• Students complete and submit reflection form Educator Note: After students reflect on the mock interview session, use their responses and reactions to improve work-based learning and provide additional opportunities in the future.





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Rating Sheet

Complete the form at the end of each interview. The information and feedback will be used to improve student interviewing skills. Honest feedback and advice are appreciated.

Name of Student	Name of Reviewer	Date			
Application, Resume, and Cover Letter	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Documents were complete and contain appropriate information					
Documents were neat and easy to read					
Student brought copies of documents					
Comments/Notes					

Appearance and Behavior	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Student was dressed in appropriate professional attire					
Student greeted the interviewer with their name and a firm handshake					
Student referred to the interviewer by name, made appropriate eye contact, and maintained a confident posture					
Student communicated clearly and confidently					
Student used proper body language					
Comments/Notes					





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Interview Content	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Student stated skills and experiences clearly and used concrete examples					
Student avoided giving inappropriate information (i.e. personal problems, negative feelings about past employers, etc)					
Student asked at least two questions regarding the position or company					
Comments/Notes					

Overall Review	Yes	No
I would consider this applicant for employment if I had a job opening		
Overall Comments/Notes		

