

INTERVIEWING AND REPORTING

GOALS:

- To introduce new people into an existing group.
- To use skills learned thus far in interviewing.
- To practise speaking in public.
- To compile a list of skills already present in group.

RATIONALE:

This lesson can be used in a continuous intake program to integrate new group members. It is also helpful to give participants a chance to review their skills from previous jobs and get feedback from the group.

Note: Previous lessons on assessing strengths and skills, communication and introduction to interviewing would be good background.

MATERIALS NEEDED:

Flipchart, markers, coloured paper and string, a copy of *Interview Forms* for each participant.

METHOD:

Warm-up: Names, Colours and Shapes

Give the following instructions to participants:

Make a name tag from coloured construction paper (7" x 10") Choose a colour you like. Tear it to form a shape which tells something about yourself. Tie it around your neck like a medallion. Go round the room using this to introduce yourself to everyone telling why you chose the colour and why the shape of your sign is important to you.

EXERCISE: Interview and Reporting Practise

As a review for old participants and as background for new people, write on flipchart paper the names of lessons covered thus far.

Announce to the group that today we are going to become newspaper reporters. Tell them they can utilize skills which they have already learned.

Distribute the ***Interview Forms*** to half the group and ask them to pair up with someone in the other half of the group. Using the ***Interview Forms*** as a guide, tell them to conduct an interview to find out all the information they can about the other person.

After 10-15 minutes, tell participants to find another partner and allow themselves to be interviewed by someone who has already been interviewed.

Instruct everyone to come back into the main group and to introduce the person they have interviewed.

While the speaker is talking, encourage half the group to list the skills and abilities of the person being introduced, (later to be made into a resource list and posted in class room) while the other half of the group watches for strengths and skills displayed by the speaker. Give him/her feedback at the end of the introduction.

EVALUATION:

INTERVIEW FORM

Instructions for dyads.

Ask your partner to list the jobs (paid or not) that s/he has had, beginning with the last one, and working back. For example, homemaker, nurse, teacher, bookkeeper, or salesperson.

Try to keep your partner from getting off subject. Keep the focus on just listing the jobs.

Listen carefully. Interrupt and ask your partner to slow down, repeat or clarify, when necessary. Otherwise, encourage him/her to put it into their own words.

EXAMPLE: Homemaker

Ask questions in the following areas:

- (1) Training? example: Home Economics course, learned from mother, neighbours or spouse, babysat as a teenager.
- (2) Job Description - What do you do? example: plan and prepare meals, mend clothes, do housework, play with the children, pay bills etc.
- (3) Special Information example: contacts in business, short-cuts, problems (chronic illness, "problem" kids etc.), financial knowledge, first aid.

EXAMPLE: Salesperson

- (1) Training - example: on the job, course on "Customer Service".
- (2) Job Description - example: deal with customers, operate the cash register, balance cash and receipts at the end of day.
- (3) Special Information - example: knowledge of products being sold, warranties, store policies on return / exchanges.