The procedures in this staff training manual/workshop are meant to be used by agency staff, as part of the broader services they provide; or under supervision of agency staff.
DEDICATION

This thesis is dedicated to those who are having difficulty finding employment.
ABSTRACT

Due to their evaluative nature, employment interviews can produce anxiety amongst job applicants. Researchers have found that anxiety can have a negative impact when it comes to employment interviews, as it can hinder an interviewee’s communication and comprehension of interview questions. The present thesis was designed to develop a workshop utilizing behavioural skills training (BST) and prompting techniques to teach interview skills. In addition, deep breathing and positive coping statements would be taught to the participants. It was hypothesized that the implementation of an interview skills workshop utilizing prompting, BST, diaphragmatic breathing and positive coping statements would assist with decreasing interview anxiety, which will lead to an increase in successful interview outcomes for participants. Due to time constraints, the workshop was not implemented. The final product included a facilitator and participant manual, as well as a PowerPoint slideshow that can be utilized during the workshop. The workshop will cover preparation strategies for an employment interview, as well as provide the opportunity for participants to engage in a simulated interview. It was hoped that the workshop would lead to an increase in employment amongst the agencies cliental; therefore achieving their mission.
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Chapter 1: Introduction

The prospect of changing careers is becoming the norm in today’s society. There are numerous reasons for moving from one job to another with interruption in employment to become the norm. One of the reasons is due to large companies searching for cheaper ways to run their business (Rudisill & Edwards, 2002). These companies are doing this by downsizing and hiring fewer individuals to do the same amount of work. This results in individuals involuntary switching jobs. Also, people are losing their jobs, while the number of available jobs is reducing. This in return is leading to an increase of health issues, stress, and fatigue amongst the remaining employees. Employers are expecting more work to be accomplished with fewer human resources, making employees overworked, leading to higher burnout rates.

Switching careers is often associated with a transition period (Borgan, 1997). During a transition period, individuals may experience a variety of negative emotions. If an individual is unemployed for a lengthy period of time, they may experience an increase in anxiety and a decrease in self-confidence. Individuals may also start to reduce their career goals and expectations, as a result of prolonged unemployment.

Enhancing an individual’s interviewing skills may lead to a reduction of anxiety and minimize the amount of time they are unemployed. Hollansworth, Dressel, and Stevens (1977) state that interviewers develop their perceptions of the candidate based on the first few minutes of the interview. Their research has also indicated that effective verbal and non-verbal communication is essential for a successful interview. However, anxiety can negatively affect a candidate’s level of communication. After examining the research, it is proposed that the implementation of an interview skills workshop could be successful to decrease anxiety amongst candidates and increase their performance during an interview.

For the purpose of the current study, the targeted participants for the manual of this project must be unemployed and demonstrate that they are actively job seeking by providing copies of completed job applications. At the time of this study, the employment agency did not have a workshop dedicated to teaching individuals interview skills. Smaller segments in other workshops offered by the agency did; however, set aside a portion of their time to briefly teach interview skills. This thesis will provide a facilitator and participant manual for an interview skills workshop. Due to time constraints, the effectiveness of the workshop will not be examined.

The following chapter will provide a review of the existing literature on the effectiveness of other interview skills workshops that have been conducted, as well as examine various behavioural training components that may be utilized in a workshop setting. Furthermore, this report will review target behaviours that interviewers look for in job candidates. Chapter 3 will discuss the methodology and procedures for delivering the interview skills workshop. Moreover, the results section will provide the materials that will be utilized during the implementation of the workshop including, facilitator and participant manual, as well as power point slides. Lastly, chapter 5 will present a review of the thesis and discuss its strengths, limitations and contributions to the field.
Chapter II: Literature Review

This chapter will examine various academic published works that depict behavioural concepts that are commonly utilized in the creation of an interview skills workshop. The behavioural components being discussed in this section include behavioural rehearsal, modeling, diaphragmatic breathing and positive coping statements. This chapter will also discuss the concept of interview anxiety, as well as preparation strategies and target behaviours desired by interviewers.

Interview Anxiety
Interviews can produce high levels of anxiety amongst individuals due to their evaluative nature. McCarthy and Goffin (2004) stated that the high levels of stress associated with job interviews can hinder performance. This anxiety can make it difficult to concentrate during an interview leading to limited comprehension in regards to the questions that are being asked during the interview. Paul, Elam, and Verhulst (2007) also found that an excess level of stress can hinder performance. In addition, McCarthy and Goffin (2004) defined two types of anxiety an individual may experience during an interview; these are, communication anxiety and social anxiety. “Communication anxiety” was defined as being worried about how others would perceive their verbal skills and “social anxiety” was defined as being concerned with their social behaviour stemming from a desire to be liked.

McCarthy and Goffin hypothesized that enhancing a person’s interviewing skills would reduce their communication and social anxiety. Hollansworth, Dressel, and Stevens (1977) state that interviewers develop their perceptions of the candidate based on the first few minutes of the interview. Their research has also indicated that proper verbal and non-verbal communication is essential for a successful interview. However, anxiety can negatively affect a candidate’s level of communication, which can reduce the chance of a successful interview. The next section will discuss interview techniques that will increase the chance of a successful interview.

Essential Interview Skills
There are several interview skills and techniques that are emphasized in the literature. Interview skills are associated with a set of behaviours and communication styles that have found to be factors in employment interviews. Maurer, Solamon, Andrews, and Troxel (2001) indicated those being interviewed should outline their response ideas in their head prior to providing an answer and their answers should be 2-3 minutes in length. Likewise, Hollandsworth et al. found that successful interview outcomes were contingent on providing full and concise responses to interview questions. This factor was followed by the importance of speech fluency, and appearing calm during the interview. Maurer et al. also stated in their article that reference material should not be used during the interview. Furthermore, Roessler, Hinman, and Lewis (1987) emphasized showing enthusiasm and interest towards the job position during an interview. Their article also outlined various non-verbal behaviours that interviewers take into consideration when making their final decision; including loudness and fluency of speech, as well as, voice intonation, eye contact and body posture. Similarly, Stewart, Dustin, Barrick, and Darnold (2008) found that smiling, interpersonal distance, posture and eye contact were key non-
verbal behaviours that determined interview success. In addition, they examined the relationship between handshaking and job interview success. The results of their study indicated that eye contact and a firm handshake increased an individual’s probability of obtaining employment. They further found that a proper handshake conveyed sociability, dominance and friendliness; while in contrast, a poor handshake communicated neuroticism, introversion and shyness. They also found that women scored lower ratings on the handshake component of the interview than men. However, despite the lower score for handshakes, the women in this study did not receive a lower rating in terms of employment suitability.

Meyer (1999) indicated that individuals should not try to avoid discussing failure from past experiences; however, they should focus their answer on informing the interviewer how they recovered from past failures. The author also emphasized the importance of avoiding directing blame or criticism on other employees during an interview. In addition, Couzins and Lees (2004) noted that job candidates tend to provide lengthy responses which are not as effective as brief responses. Their research also indicated that job candidates should be able to share instances where they have completed more work than what was expected of them. Although, these skills are essential for positive interview outcomes, advance preparation techniques are also needed.

**Preparing For an Interview**

Hollandsworth, Dressel, and Stevens (1979) emphasized the importance of preparing answers to commonly asked interview questions prior to being interviewed. In addition, they suggested that the interviewee improve their speech fluency and decrease speech disturbances by taking a moment to pause and organize their thoughts prior to answering the question. Likewise, Meyer (1999) found that job candidates should prepare for an interview by rehearsing responses to questions they anticipate will be asked during the interview. Meyer also stated that interviewees should listen actively to assist with providing direct concise answers to questions asked during the interview. Lastly, the author mentioned that job candidates should have knowledge of the needs of the organization and establish answers to questions that demonstrate that they can fulfill the company’s requirements. Similarly, The Public Service Commission of Canada (2008) advised that individuals prepare themselves for interviews by reviewing upcoming projects and the mission statement of the organizations where they interviewed for. Furthermore, the Commission advised job candidates to review the applicant criteria for the position.

According to the employment centre resources there are a variety of materials that an individual should bring to an interview in order to be prepared. St. Lawrence College (2011) advised that job candidates bring a few copies of their resume, cover letter, working pen and paper. Furthermore, depending on the type of job a candidate is being interviewed for, it may be appropriate to bring a portfolio outlining accomplishments that are relevant to the job position (Queen’s University, 2011).

Another important aspect of preparing for an interview is knowing how to properly dress for the interview. Queen’s University (2011) stated that job candidates should dress approximately 10% to 20% better than the dress code for the work environment they desire. Furthermore, interviewees should avoid wearing fragrances such as perfume and cologne. In addition, St.
Lawrence College (2011) stated that an individual should wear minimal make-up and jewelry on the day of their interview.

**Types of Job Interviews**
Preparation should also be based on the type of interview. According to the research literature there are various formats for job interviews. Queen’s University (2011) specified two main types of job interviews -- formal and informal. Formal interviews can include a series of standardized questions and may be conducted in several phases, whereas informal interviews do not include a set list of questions and may occur in the form of a casual conversation. Research by Oliphant, Hansen, and Oliphant (2008) indicated that structured interviews are more valuable in terms of predictive validity. They further advised that behavioural interviews are most commonly utilized for determining a job candidate’s ability to perform well on the job, as they show an individual’s problems solving abilities. In addition to the behavioural interview, Queen’s University (2011) outlined a variety of other types of formal interviews including video, panel, group and skill testing interviews.

**Commonly Asked Interview Questions**
St. Lawrence College (2011) advised that employers may ask questions that require one to provide relevant background information about oneself. Interviewers may also ask questions that inquire about the knowledge the job candidate has pertaining to their company. Queen’s University (2011) indicated that employers may also ask questions inquiring about an individual’s desire to work for their company, as well as how they may solve various work related situations.

**Behavioural Skills Training**
Behavioural skills training (BST) utilizes various behavioural methods including, modeling, instructions, behavioural rehearsal and feedback (Miltenberger, 2008). Sulzer-Azaroff and Mayer (1991) stated that individuals who are modeling a behaviour are most effective when they share similar personal characteristics and are able to accomplish their goal. They also emphasized the importance of utilizing multiple models to teach a behavior. Furthermore, their review of the literature indicated several tactics which can be implemented in order to model a behavior including providing rationales, and instructions. In addition, the individual should be encouraged to engage in behavioural rehearsal and receive reinforcement. Miltenberger (2008) differentiates two types of modeling including symbolic and live modeling. Live modeling occurs when an individual models a behaviour in front of another individual, whereas symbolic modeling occurs when the target behaviour is modeled on videotape or audio tape. This information shows that modeling can be effective in teaching individuals new behaviours. The benefits of modeling may also be extended into increasing targeted interview behaviours.

Truman’s (2009) study found that modeling and instructions were more effective in teaching individuals how to format documents rather than having the participants figure out how to format documents on their own through exploration. In addition, Bloch’s (2011) research indicated that television shows can teach interview skills to job candidates. She further stated that viewing interviews on television can increase confidence amongst job candidates and reduce interview anxiety, as they realize they are not the only ones that are stressed by interviews. Furthermore,
television interviews can teach job candidates essential interview components such as appropriate dress, interview behaviour and how to handle particular interview questions.

Another key behavioural component utilized in behaviour skills training is behavioural rehearsal which is defined as the practice of a target behaviour through such means as a role play (Sulzer-Azaroff and Mayer, 1991). Miltenberger (2008) stated that behavioural rehearsal should happen in a similar environment to which the behaviour is to occur in order to promote generalization. He also advised that once the target behaviour has been demonstrated accurately by the individual, they should receive positive reinforcement. Furthermore, feedback should be offered after each rehearsal of the target behavior, to either assist with correcting the behaviour or reinforce the accurate demonstration of the behaviour.

Maurer, Solamon, Andrews, and Troxtel (2001) examined the effectiveness of the use of modeling, behavioural rehearsal, lecture and dissuasion in terms of preparing an individual for an interview. Coaching sessions were offered to individuals interested in seeking advancement opportunity within the fire and police department. Each session was approximately 1-2 hours in length and occurred for 3 consecutive days. The sessions included a brief description of interview logistics, as well as provided opportunities for participants to either observe or engage in role plays. The role plays occurred in front of the group during the second hour and consisted of 5 interview questions accompanied by scoring criteria. Participants were able to volunteer to be assessors or candidates. The results from this study indicated that those who participated in the coaching sessions were more likely to produce clear and concise responses to questions and utilize numerous preparation strategies.

Speas’ (1979) research examined the effectiveness of four approaches including: model exposure; role-playing; model exposure and role-playing; model exposure, role-playing, and video feedback. The participants in the model exposure, role-playing video feedback group were required to watch a 20-minute film featuring 9 model interviews and then practice the skills they were shown with a partner. The dyads were filmed and feedback was provided by the trainers and other participants. In addition, the individual was asked to comment on their own performance. The model exposure and role-playing group contained the same procedure with the exception of videotaping. Participants received verbal praise for improving their interview performance in all four treatment conditions. Their results indicated that model exposure, role-playing and video feedback treatment condition was the most significant in terms of teaching interview skills.

Hollansworth, Dressel and Stevens (1977) also created a workshop for increasing interviewing skills amongst individuals who were seeking employment. Their study focused on increasing the participants’ communication skills, through role play. The authors believed that communications skills during an interview could be affected by anxiety. As a result, the author hypothesized that anxiety would decrease after the participants engaged in several role plays that demonstrated effective interview techniques. Before and after the workshop, participants engaged in a simulated job interview. The participants that were in the behavioural treatment group received 4 hours of training which focused on body expression, fluency of speech, pitch of voice, eye contact, and appropriateness of content. These behaviours were modeled and rehearsed. The
participants in the discussion group were taught these skills through reading and verbal instructions. The results indicated that the behavioural group increased their rates of eye contact. The discussion group increased their length of discussion and displayed more honesty and openness than the behavioural group. The authors suggested combining behavioural and discussion-based treatment to increase the effectiveness of an interview skills workshop.

Hollandsworth, Glazeski, and Dressel (1978) used social skills training to teach interview skills to a 30-year-old male who experienced extreme anxiety during a job interview. Their intervention focused on teaching the participant how to answer interview questions in a concise manner, as well as how to correct his verbal mistakes during an interview. Instructions, modeling, behavioural rehearsal, and feedback were utilized during training. A video tape containing a model that was similar in age to the participant was utilized to model target behaviours after they have been taught. The results indicated that social skills training was effective in teaching interview skills to the participant. It is noted that the treatment was also effective in decreasing speech disturbances and psychological arousal. Furthermore, after treatment he received 3 job offers after attending 3 employment interviews.

In addition to the Hollandsworth, Glazeski, and Dressel (1978) study, there are other research articles examining the effectiveness of social skills training in terms of reducing anxiety. Twentyman and McFall’s study examined the use of social skills training for increasing shy males interactions with females. The results of this study showed that social skills training led to a reduction in anxiety and avoidance behaviours. Similarly, Twentyman, Jensen and Kloss (1978) conducted a study examining the effectiveness of an interview skills workshop in terms of teaching employment skills to males on probation. The results indicated that social skills training led to higher employment rates and changes in behaviours and cognitions. In addition to behavioural skills training, the literature has provided information pertaining to mock interview formats.

Mock Interviews
In the Oliphant, Oliphant, and Hansen (2009) article, college students engaged in mock interviews. To prepare for the mock interviews the students were required to research commonly asked interview questions and document them on a list. After the student formulated a list of questions they were asked to break off into dyads and interview each other. Students were expected to provide each other with constructive feedback following each interview. In addition, class lectures were utilized to provide reasoning behind certain interview questions and assist students with formulating answers to behavioural based interview question. Following the class lectures, students engaged in mock interviews which consisted of 8-9 questions. Students then had the opportunity to receive feedback from their instructor. Oliphant, Oliphant, and Hansen (2009) only reported on the preparation and not the outcomes of the workshop design.

Similarly, Lundellus, and Poon (1997) had business students participate in mock interviews. The authors of the study simulated interview anxiety by having other sections of the business program interview, as well as grade their performance. Furthermore, a checklist outlining essential interview skills was utilized to assist with grading the interview performance. In addition, Marks and O’Connor (2006) taught interview skills to students by having them attend
multiple interview stations. These interview stations included various interview scenarios. Participants attended the interview stations providing the opportunity for them to engage in various roles including, observer interviewer and interviewee. It was suggested by Marks and O’Connor (2006) that future researchers examine the effectiveness of mock interviews.

Another component of BST that is utilized to teach behaviours is prompting. According to Miltenberger (2008) the implementation of prompts increases the chances of the individual engaging in the desired target behaviour, at the correct moment. Utilizing prompts is also considered to be time efficient (Miltenberger, 2008). Houghton’s (1993) study examined the effectiveness of using visual and verbal prompts in order to reduce the occurrences of littering. The results indicated that visual and verbal prompts work best when they are paired together during the intervention.

Kray, Eber, and Lindenberger, (2004) examined the effectiveness of utilizing prompts among different age groups in terms of promoting task preparation. The results of this study indicated that young adults and children benefited from having verbal prompts. Fletcher, Huffman and Bray (2003) examined the use of verbal and physical prompts with children who are developmentally delayed. This study had four conditions which were, no prompt, verbal prompt, physical prompt and physical and verbal prompt. This study looked at both children with and without a developmental disability. The results indicated that both populations benefited from the use of verbal and physical prompts. Overall, the literature indicates that prompting is an effective behavioural technique for increasing a target behaviour. The benefits of prompting may also be extended into increasing targeted interview behaviours.

In addition, Job Finding Clubs are another intervention style geared towards assisting individuals with various employment skills, including how to handle job interviews. According to Bhat (2010), Job Finding Clubs consist of role plays, video feedback and other activities that are geared towards teaching job search skills, interview skills and how to write effective resume and cover letters. Kondo (2009) examined the effectiveness of Job finding clubs in terms of increasing employability amongst participants. His results indicated that those who participated in the Job Finding Club were more prepared for their job search process. As a result, they experienced lower levels of frustration.

**Diaphragmatic Breathing**
In addition to learning and practicing interview skills, engaging in deep breathing exercises may assist with decreasing interview anxiety, which will may lead to a successful interview outcome. There are various examples throughout the literature that show correlation between diaphragmatic breathing and a reduction in anxiety. Diaphragmatic breathing occurs when an individual inhale and exhales from below their ribs. In the Lohr and Scogin (1998) study, the participants received a training manual, audio tape, and video containing relaxation techniques which the participants practiced for 18 days. As part of the relaxation exercises, participants were expected to visualize part of their last performance, while taking deep breaths with their eyes closed. The results of this study indicated that relaxation exercises lowered the participant’s performance anxiety. Another study done by Iglesia et al (2005), examined the effectiveness of deep breathing in terms of reducing anxiety amongst second year college students. The results of
their study indicated that after learning diaphragmatic breathing, participants became more aware of their breathing causing them to take slower breaths, which in return reduced physiological symptoms that are commonly associated with anxiety. Participants also showed a reduction in cortisol levels. Furthermore, Iglesia et al (2005), results from their study found that deep breathing techniques lead to a decrease in nervousness, self-doubt and test anxiety amongst pre-med students. However, it is noted that their study did not have a control group to compare with the diaphragmatic breathing group. In contrast, Zeidner, Klingman, and Papko (1988) study indicated that the use of diaphragmatic breathing did not decrease test anxiety amongst grade 5 and 6 students.

Positive Coping Statements
Positive coping statements may also lead to a decrease in interview anxiety. Dundas, Anderssen, Wormnes, and Hauge, (2009) research indicates that decreasing the amount of positive negative self-statements can lead to therapeutic change amongst individuals. Their study examined the effectiveness of positive self-statements in terms of reducing test anxiety amongst university students. Their results indicated that positive self-statements led to an increase in confidence. In addition, Healy et al (2008) examined the effectiveness of challenging negative self-statements amongst 60 participants. The participants in the study were randomly placed into groups including, Pro-Diffusion, Anti-Diffusion and Neutral treatment groups. Each group was presented with 10 positive and negative self-statements which were further divided into three formats which were labeled normal, abnormal and defused. Participants were then asked to rate the statements in terms of comfort, believability and willingness to read the statement. The results of the study indicated that statements that were presented in the defused format produced higher ratings of believability, comfort and willingness to accept the statement which suggests that utilizing a diffusion approach may assist with addressing negative self-statements.

The Relationship between the Current Study and the Literature Review
The purpose of the current thesis is to create an interview skills workshop utilizing various behavioural components. Review of the literature has revealed that BST is an effective approach for teaching a variety of skills, including interview techniques. Furthermore, various studies have shown that combining instructions, modeling, and behavioural rehearsal is an effective method for teaching new skills to individuals. In addition to behavioural skills training, prompting has also been found to assist individuals with learning a new behaviour.

There were several target behaviours outlined in the literature that researchers believe are essential for interview success. Numerous articles such as Stewart et al. (2008) identified various non-verbal behaviours such as eye contact, body posture, and facial expressions as key to determining an individual’s success rate in an employment interview. In addition, Meyer (1999) research indicated that job candidates interview success is contingent on preparation strategies such as rehearsing responses to question that they believe will be asked during their employment interview.

The current thesis will develop a training manual that will utilize BST to teach individuals interview skills. Concepts taught will be explained and modeled for the participants. In addition, participants will receive the opportunity to practice the skills they were taught in pairs, providing an opportunity for feedback and prompting from their peers. Facilitators will be shown the
importance of going around the room while participants are rehearsing new concepts and providing them with prompting and feedback. It is hypothesized that the development of a BST-based workshop will enable future trainers to offer a service that decreases interview-related anxiety amongst participants and increase their job interview success. Although this study will not evaluate the effectiveness of the workshop, it will develop a workshop that can later be evaluated by other researchers.
Chapter III: Method

Participants
The workshop was designed for those seeking immediate employment between the ages of 16 and 65 years, as this is traditionally considered the age range for working. Participants must show a deficit in terms of their interview skills or confidence level associated with employment interviews, as determined by an employment counsellor. Due to the evaluative nature of job interviews, it is estimated that they increase an individual’s level of anxiety. Furthermore, it is hypothesized that an individual’s level of anxiety can negatively impact the outcome of their employment interview. However, it is noted that the workshop is not intended to treat individuals with anxiety disorders.

Participants must be unemployed, demonstrate that they are actively seeking employment and not be attending school for more than 20 hours a week. They can show this by discussing their current job search strategies, as well as providing copies of job applications that they have filled out prior to attending the workshop. A referral to the interview skills workshop will be made by staff in the resource center or by their employment counselor for those meeting the above criteria. Any person who meets the above criteria was invited to participate. There were no discriminations upon a person’s age, sex, gender or ethnicity.

Workshop facilitator characteristics
The Workshop facilitator should demonstrate extensive knowledge in regards to interview skills. They should have a diploma or degree in any area, as well as experience working with an employment agency. In addition, it is recommended that the facilitator(s) have experience leading workshops. Moreover, knowledge of behavioral psychology would be an asset; however, is not required in order to facilitate the workshop. Training will be provided to those who are not familiar with behavioural psychology.

Design
The workshop is intended to teach interview techniques to participants, through the use of behavioural skills training (BST). Providing a workshop that utilizes BST will allow participants to practice the skills that were taught and demonstrated to them. Furthermore, the approach allows for facilitator(s) and other participants to provide feedback based on their performance during a role play. Moreover, in a workshop setting the client can receive constructive feedback from multiple individuals, including facilitator(s) and other participants.

The workshop was designed to be administered over the course of two days with each session being approximately 3 hours in length. The length of the workshop allows for clients to have multiple opportunities to practice various interview components, which are demonstrated throughout the workshop. The maximum number of participants for the workshop is 8, with the minimum number being 6. By limiting the number of participants, facilitator(s) are able to provide more one-on-one attention, thus increasing the quality of feedback. The method of delivery for this workshop includes a combination of lecture, discussion, modeling of concepts and practicing concepts through role play. Towards the end of the workshop, clients will have had engaged in a simulated interview and given the opportunity to perfect their responses utilizing the feedback they had received from facilitator(s) and other participants.
**Procedure**

The workshop will take place in one of the spare classrooms at either of the agency’s locations. The classroom will consist of 4 tables forming a line with 8 chairs. In addition, the classroom will have a white board, television, and an overhead projector. Ideally, the workshop will occur during the morning for both sessions. Furthermore, there shall be at least one day in between the sessions, to allow for participants to rehearse for their simulated interview that will occur during the second day of the workshop.

The literature suggests that preparing for an interview can lead to a successful outcome in an employment interview. In addition, preparing for an interview may reduce the participant’s level of anxiety associated with employment interviews. Thus, the workshop will focus on various preparation strategies that can be utilized before attending a job interview. Furthermore, the workshop will have participants learn the different types of employment interviews, commonly asked interview questions and strategies to answer these questions. Moreover, they will have the opportunity to formulate and rehearse their responses to these questions.

In addition to addressing preparation strategies for an interview, the workshop will focus on decreasing anxiety through the use of deep breathing and positive self-statements. After deep breathing has been taught and demonstrated, participants will be given the opportunity to practice deep breathing. In addition, it will be recommended that the participants utilize these techniques prior to engaging in their mock interview activity.

Addressing negative and positive self-statements may also reduce the participants’ anxiety towards interview situations. During the workshop, the facilitator will have the participants generate a list of negative self-statements and how they have impacted the outcome of prior employment interviews. Furthermore, participants will create a list of positive self-statements they can make instead. It is noted; that the facilitator(s) will emphasize that most individuals have experienced self-doubt prior to attending an employment interview.

The workshop is divided into 14 sections. More details on each of the sections, including their timing, are (see Appendix A). The first section is the introduction, which will provide the purpose of the workshop, location of washrooms, as well as provide the opportunity for participants to engage in warm-up activities. The purpose of the warm-up activities is to provide an opportunity for participants to get to know each other, which should increase their level of comfort in terms of actively participating in the workshop.

The next five sections of the workshop will focus on preparing for an interview. The sections will cover how to dress for an interview, commonly asked interview questions and strategies to answer these questions. After participants have discussed a list of ideas pertaining to the above topics, they will be shown the corresponding Power Point slides to review and discuss the concepts the participants did not address.

After interview preparation strategies have been addressed, participants will have the opportunity to watch video clips containing sample interviews, with the skill level of examples ranging from
poor to excellent. Once the participants have viewed the clips and provided their feedback, they will learn about effective verbal and non-verbal communication that should be utilized during an interview.

Towards the end of the session, participants will be given their homework activity. The homework activity being assigned will have participants prepare for a mock interview utilizing the skills they were taught during the first day. Each participant will be assigned a partner and an interview scenario. Furthermore, each partner will be assigned a different interview scenario.

During the second day of the workshop, the instructor will review material from the last session, as well as teach additional concepts. In addition, participants will be given a list of interview questions and engage in mock interviews with their partner. Once the partners have completed both their mock interviews, they will be provided with multiple opportunities throughout the session to perfect their interview, based on the feedback they received from other participants. Lastly, towards the end of the session, participants will be asked to perform their interview in front of the class.

Confidentially and Informed Consent
Prior to participating in the workshop, clients will be asked to sign a confidential and consent form. The confidentiality form will indicate that any personal information they disclose in the workshop will not be shared with anyone, unless there is indication that the participant will engage in self-harm or injurious behaviours towards other members of society. In addition, the confidentiality form will also outline that participants are not to share any personal information disclosed by other participants attending the workshop. The consent form has been approved by the agency where the workshop will take place.

Evaluations
Due to time constraints, data pertaining to the effectiveness of the interview skills workshop will not be obtained. Instead, an evaluation form will be created for future workshop participants to fill out. This evaluation form (Appendix D) will assist with determining if the format and content of the workshop was effective in terms of teaching interview techniques. Moreover, the evaluation forms will help determine if the workshop covered the information participants wanted to learn.

In addition, a second evaluation form (Appendix E) will be utilized to determine the effectiveness of the workshop in terms of reducing anxiety associated with employment interviews. Participants will be requested to fill out this form prior and after completing the interview skills workshop. The pre- and post-test results will be compared in order to determine if the workshop was effective in reducing interview anxiety amongst participants.

Furthermore, a third evaluation form (Appendix F) will be given to 4 of the employees at the vocational centre, who have had experience with implementing workshops. The evaluation form will provide an opportunity for them to give their feedback to the author with regards to the format and content of the workshop. In addition, the evaluation form will also request their input.
in terms of areas that they feel need to be improved. This feedback will assist the writer with making the necessary changes prior to the delivery of the workshop.
Chapter IV: Results

The project provided a facilitator and participant manual to be utilized for an interview skills workshop (Appendices A and B). The workshop focused on teaching interview techniques through the use of behavioural skills training and prompting. The format of the workshop was chosen to incorporate various learning styles. In addition, clients were given the opportunity to engage in a simulated interview with other participants in the workshop. After the client received feedback from the facilitator(s) and other participants, they were given the opportunity to perfect their interview. In addition, to teaching interview skills the workshop taught participants diaphragmatic breathing and positive self-coping statement to reduce their anxiety.

Although it was not possible to implement the workshop, a 3-hour presentation overviewing the content and layout of it was presented to four staff members at the employment agency. During this presentation, staff members were able to provide their feedback and suggestions for future use. One of their suggestions included, having the participants research and prepare for an interview they plan on attending, instead of having them prepare for an interview scenario that is assigned to them. Another suggestion, was to include more videos for the second workshop day. Lastly, they recommended that clients not be informed of the level of examples they are viewing prior to viewing the modeled interview responses. The feedback obtained through this exercise enhanced the social validity of this thesis and led to some useful changes in the workshop.
Chapter V: Discussion

Summary
The current thesis was set out to develop a workshop devoted to teaching interview skills, utilizing behavioural skills training and prompting. As outlined in the research literature, employment interviews can produce anxiety due to their evaluative nature (McCarthy and Goffin, 2004). It was hypothesized that that the implementation of an interview skills workshop would be able to decrease a participant’s level of anxiety. However, due to time constraints, this hypothesis was not tested. The thesis did, however, produce a facilitator and participant manual, as well as a PowerPoint that can be utilized throughout the workshop.

Strengths
As mentioned above, the current thesis produced a facilitator and participant manual, as well as a PowerPoint slideshow. In addition, having a workshop focused on teaching interview skills to clients, reduces the workload for an employment counselor, as they may not need to focus follow up appointments on interview coaching. As a result, employment counselors may be able to assist additional clients. The workshop was created with the various learning styles in mind and attempted to incorporate them for the presentation of the material. For instance, there were handouts, PowerPoints and videos for those who are visual learners. Furthermore, behavioural rehearsals were utilized for kinesthetic learners and discussions occurred for auditory learners.

The interview skills workshop was designed to present a variety of information including, dressing for an interview, commonly asked interview questions, types of interviews, and illegal interview questions. Moreover, the workshop demonstrates how to answer commonly asked interview questions. In addition to providing information surrounding employment interviews, participants can be taught deep breathing exercises to help reduce their interview anxiety. Once all the information is presented, participants then can engage in mock interviews, which gave them the opportunity to perfect their interview skills after receiving feedback from facilitator(s) and other participants. The workshop could lead to an increase in employment rate amongst clients seeking assistance from the agency, thus leading to the agency fulfilling their mission.

Ethical Considerations
Approval from the Ethics Board was not needed as the interview skills workshop was not implemented. Instead, the focus of the thesis was to produce a facilitator and participant manual to be utilized for a future interview skills workshop. However, a consent and confidentiality form was established for future participants of the workshop.

Limitations
Although the implementation of an interview skills workshop may have several benefits including, reducing interview anxiety, increase interview success and reducing an employment counselor’s workload, there are a few limitations. The most obvious limitation of this thesis, is the fact that workshop could not be delivered due to time constraints. As a result, the effectiveness of the workshop in terms of reducing anxiety could not be tested. In addition, the workshop does not take into consideration participants who have learning disabilities or those who may require additional assistance. Originally, it was proposed that a remedial session be offered to those who are having difficulty grasping the concepts in the workshop; however, the
agency may not have the time or resources to do so. It is therefore, recommended that participants have an employment counselor so they have the opportunity to receive one-to-one assistance if required.

Furthermore, Speas (1979) suggested that the simulated interviews should be recorded for the client to review. However, due to limited time and equipment, this is not possible to include in the workshop. It is noted that clients are able to access video interview coaching at the vocational center. This information was provided to participants during the workshop.

Contribution to the field
The project contributed the field by utilizing behavioural skills training elements depicted in various studies, to make a workshop that will assist clients with their interview skills. Furthermore, the project incorporated wide range of behavioural methods (BST) such as deep breathing and coping-statements to reduce interview anxiety. Moreover, the project provided informal evaluations which can be utilized to determine if a workshop utilizing BST and prompting is effective in reducing clients’ interview anxiety.

Mult-Level Challenges
Client Level. The implementation of an interview skills workshop may include several challenges at this level. Firstly, clients may find it difficult to attend both days of the workshop. For instance, participants with children may only be able to find day-care for one day, rather than two. In addition, participants may not have time to prepare for the mock interview. Furthermore, they may feel too anxious about engaging in the mock interviews.

It is also noted, that a participant’s own cultural beliefs may contradict with the techniques that are taught and demonstrated in the workshop. For example, providing eye-contact is one of the interview techniques discussed in the workshop; however certain cultures may view eye-contact as a form of disrespect. In addition to culture, language barriers may also be problematic for clients who have recently immigrated to Canada.

Furthermore, a participant’s level of income can impact their participation in the interview skills workshop. For instance, a client may not have appropriate clothing to wear to an interview, and therefore would not be able to dress up for the simulated interview. However, by not having the clients dress-up for the mock interview, they are not given the chance to receive feedback on their interview attire. As a result, dressing for the simulated interview should become an option. In addition, participants will be given the option to receive feedback about the interview attire they are wearing or planning to wear from the workshop facilitator in private.

Program Level. One of the major challenges occurring at the program level is there was no opportunity to test the effectiveness of the program. As a result, there is no way of determining if the interview skills workshop was effective in reducing anxiety amongst the participants.

Agency Level. Firstly, there may not be enough time or funding to implement the workshop. It is noted that the agency has 5 other workshops that occur throughout the month. Furthermore, at this time the majority of the workshops are facilitated by one employment counselor. Other
employment counselors may not have experience or be comfortable facilitating workshops. Another thing to take into consideration is that the workshop facilitator may not have knowledge of behavioural psychology. At the vocational centre, the educational background of the employment counselors varies and some may not have a background in psychology or other appropriate education and training.

Another challenge for the agency is, ensuring clients return for the next session date. There are many reasons why clients may not return for the next session including daycare arrangements, job interviews, fear of engaging in mock interviews and ext. If clients do not attend the next session date, it can affect the operation of the workshop. For instance, there may not be enough participants on the second day to engage in the mock interview exercises.

**Societal Level.** Firstly, the economy plays a crucial role in terms of employment interviews. For instance, when the economy is doing well employers have less candidates to choose from which may result in lower interview expectations. However, when the economy is not doing well, there are more individuals without employment who may be applying to the same job which may increase the competitiveness of the employment interview.

**Future Research**
Future research should focus on evaluating the effectiveness of the interview skills workshop in terms of reducing interview anxiety. Included in the thesis are 2 evaluation forms that can be utilized to determine the effectiveness of the workshop. In addition, future research should examine the impact various cultures have in terms interview skills and ways to address them. Moreover, future research can examine ways to successfully incorporate participants with cognitive disabilities and ensuring their success with this training.

**Concluding Statements**
In summary, this thesis is a valuable contribution to the field of employment services. Prior to this thesis, the agency did not have a workshop dedicated towards teaching interview skills. The development of a workshop dedicated to teaching interview skills may reduce the employment counselor’s workload. Instead of teaching and rehearsing interview skills one-on-one in a counseling session the client can be taught these skills through the workshop with other clients as one workshop can be ran by one employee and teach up to 10 clients. The creation of an interview skills workshop will assist the agency in achieving their mission, by increasing their client’s ability of being successful during an interview, which could lead to employment.
References


Appendix A

Facilitator Manual

Prepared By, Lori Scriven
B.A.A Behavioural Psychology Student
St. Lawrence College, 2011
Workshop Logistics

Facilitator:

✔ The workshop facilitator(s) should demonstrate extensive knowledge of interview skills. They should also have a diploma or degree, as well as experience working with an employment agency.

Participants:

✔ Participants must be unemployed and prove that they are actively job seeking.
✔ Ideally, participants should be referred to the program by their employment counselor or a counselor working in the resource center.
✔ The age of participants shall be between 16 and 65-years-old

Confidentiality

✔ Participants will be asked to sign a confidentiality and consent form.
✔ The confidentiality form will indicate that the personal information they disclose in the workshop will not be shared with anyone unless there is indication that the participant will engage in self harm or injurious behavior towards other members of society.
✔ The confidentiality form will also state that personal information disclosed by other participants must not be discussed outside of the workshop.

Workshop Materials

✔ Participant Handouts
✔ Power Point slides
✔ Videos
✔ Pen
Interview Skills Workshop Agenda

Day One: First Hour

- Registration/Orientation/ Warm Up Games
- Dressing for an Interview
- Commonly Asked Interview Questions
- STAR Statements
- Break

Second Hour

- 90 Second Speech
- Preparing for an Interview
- Break

Third Hour

- Communicating During an Interview
- Types of Interviews
- Homework Activity

Day Two: First Hour

- Review
- Introduction to Deep Breathing
- Negative Versus Positive Self Statements
- Mock Interviews
- Break

Second Hour

- Illegal Interview Questions
- Rehearse Mock Interviews

Third Hour

- Present Mock Interviews
- Summery and Conclusion
Day One
Day One: First Hour

Registration: 5 minutes

- Participants will be asked to fill out the agency’s registration forms as well as, the confidentiality and consent form. Forms will be collected during the first break.

Orientation/ Purpose of the Workshop: 5 minutes

- The facilitator will go over the agenda and inform the participants as to where the bathrooms and complementary coffee are located.
- The purpose of this workshop is to reduce the individual’s level of anxiety in regards to job interviews by teaching them proper interview techniques and giving them a chance to practice through various role plays.
- Confidentially issues will be discussed with the group. They will be informed that they are allowed to share information outside of the class that is related to interview techniques; however, they are not to share personal information that is disclosed by other group members.

Warm Up Games: 8 minutes

- The purpose of the warm up games is to allow the participants to get to know each other.
- Warm up games can include Scavenger Bingo.

Dressing for an Interview: 5 Minutes

PowerPoint Slide 2-5

- 3-4 pictures of people will appear on the Power Point and participants will be asked to provide their input as to what job they believe the person is going for.
- This activity will lead into a group discussion related to dressing for an interview.
- Show the next Power Point slide containing the suggestions for dressing for an interview. This will give a chance to point out ideas the group discussion did not cover as well as provide an opportunity to summarize the ideas that were covered.
- Clothing should be clean
- Dress for the Job or 10-20% better
- Avoid wearing perfume, cologne or other fragrances
- Ensure teeth and glasses are clean
- Makeup and Jewelry should be subtle

Commonly Asked Interview Questions: 7 minutes
PowerPoint Slide 6-7

- The facilitator will have the class brainstorm a list of commonly asked interview questions.
- Show the next Power Point slide containing a list of commonly asked interview questions.
- Show video clip samples.

List of Commonly Asked Interview Questions

- Tell me about yourself vi
- Why do you want to work here vii
- What do you know about the agency viii
- Give an example of a time you had conflict with another co-worker. How did you resolve the conflict ix

STAR Statements: 20 minutes

PowerPoint Slide 8

- STAR is an acronym is a used to establish an answer to a behaviorally based interview question.

Example

- Situation: Customer complains
- Tactics: Determine why the customer complained
- Action: Find a solution to the problem that satisfies both the customer and the company
- Results: How did the solution affect the people involved?

Break: 10 minutes

Day One: Second Hour

90 Second Speech: 20 minutes

Power Point Slide 9-10
The 90 second speech addresses how one should properly answer the question; “Tell me a bit about yourself”.
- Should be 90 seconds in length
- In this speech, individuals should cover their background, educational experiences, past employment and reasons for wanting to obtain employment with the company.
- Have the groups write their 90 second speech and share it with the group.
- The group and facilitator will have the opportunity to provide feedback to the individuals who present their speech.

Preparing for an Interview: 10 minutes

PowerPoint Slide 11-12

- The group will be asked to brainstorm a list of ways they can prepare for an interview.
- Show the next power point slide
  - Have the date, time and location of the interview
  - Know the name of the person that is doing the interview.
  - Travel to the location where the interview is to occur before the day of the interview.
  - Research the agency’s products, services, mission statement, and upcoming projects
  - Rehearse your 90 second speech and STAR statements,
  - Bring extra copies of your resume, and cover letter
  - Bring a portfolio of your relevant accomplishments
  - Have a working pen.
  - Review the position requirements
  - Brainstorm a list of your own strengths and weaknesses
  - Think about questions you might want to ask after the interview.
  - After the group has had a chance to brainstorm a list of preparation strategies show the Power Point slide that contains a list of preparation strategies.

Questions to Ask During an Interview: 10 minutes

- The group will be asked to brainstorm a list of questions that they believe they could ask at the end of an interview.

Break: 10 minutes

Day One: Third Hour

Communicating During an Interview: 10 minutes
PowerPoint Slide 13-14

- Have the group brainstorm a list of ways one communicates during an interview.
- Show the next Power Point slide that contains effective ways to communicate during an interview.

Non-Verbal Communication

- Smile.
- Maintain eye contact.
- Use a firm handshake.
- Sit forward in chair at a 90 degree angle and have arms in front of you.

Verbal Communication

- Make use of STAR statement to back up your accomplishments.
- Show interest in the company.
- Be enthusiastic.
- Ask questions.
- Do not ask for information regarding salary or benefits.

Types of Interviews: 20 minutes

Power Point Slide 15-16

- The group will be asked to brainstorm a list of different types of interviews.
- Show the next PowerPoint slide containing the different types of interviews.
- The 5 main type of interviews are Standard, Technical Interview, Stress Interview, Phone Interview and Behavioural Interview.

Informal Interviews

- This would occur through casual conversation.
- Informal interviews do not contain a set list of Questions.

Formal Interviews

- These interviews include a series of structured questions that are asked to multiple clients.
- Formal interviews may include several phases. For example the first phase could be a telephone interview.
One-on-One Interviews

One on one interviews are the most common type of interview.

Multiple Interviews

- An individual will participate in multiple interviews.
- There will most likely be different interviewers each time.

Telephone Interviews

- An interview will occur at a pre-arranged time over the phone.
- It is important to prepare for this interview in the same way that you would prepare for an in-person interview, as employers often use this interview type as a means to screen out candidates.

Email Interviews

- These types of interviews are rare.
- Communication prior to a scheduled interview may occur through email. It is important to proof read the emails that are being sent to a potential employer.

Video Interviews

- This type of interview is uncommon; however, can be used when an individual is applying for positions that are not close to their residence. For example someone from Ontario could be applying to a position in New Brunswick. Rather than having the potential employee fly to the work location, they have a video interview.

Panel Interviews

- More than one interviewer participates in the interview.
- Eye contact should be focused on the interviewer that is asking the questions.

Group Interviews

- Group Interviews focus on have the interviewee participate in a group activity, while the interviewers are watching.
- These type of interviews often assess an individual’s ability to work as a team. They can also assess counseling skills, promotional abilities and group process skills.

Skill-Testing Interviews
- This type of interview may involve giving a lecture or a short presentation on their research.
- Skill testing interviews are more likely to occur for academic positions.

**Homework Activity:** 30 minutes

- The group will be provided with homework activity handout.
- As part of their homework, participants will be given a detailed scenario including position, qualifications and company for their mock interview.
- Participants will use the skills and knowledge that they learned during day one to prepare for their mock interview.
- The mock interview will occur during day two.
- The participants will first practice the mock interview in dyads. Each partner will have the opportunity to be the interviewer and the interviewee.
- There will be four scenarios. Each partner will be provided with a different scenario.
- A list of interview questions will be provided on the day of the mock interview.

**Distribute the participant manual**

Total: 3 hours
Day Two
Day Two: First Hour

Review: 15 minutes

- The group will break into pairs to participate in the review activity. Each pair will be considered a team. The facilitator will ask questions based on the material that was presented in the previous session. The team with the highest number of correct responses will receive a prize.

Sample Review Questions

- Name three types of interviews.
- How should one dress for an interview?
- Name three things one could do to prepare for an interview.
- Provide a question that you could ask at the end of an interview.
- What does STAR stand for?
- What tool can be used to answer the question, “Tell me a bit about yourself”.
- Name on purpose for the telephone interview.
- What do group interviews assess?

Introduction to Deep Breathing: 10 minutes

PowerPoint Slide 17

- Demonstrate deep breathing
- Have the group engage in deep breathing
- The steps include...
  - Place your hand on your stomach
  - Slowly inhale allowing your stomach to fill with air
  - Hold your breath for approximately 3-5 Seconds
  - Exhale through your nose
  - Repeat as needed

Negative Versus Positive Self-Statements: 10 minutes

PowerPoint Slide 18

- Brainstorm a list of positive and negative statements one tells themselves prior to attending a job interview.
- Have the participants complete the “Say Something Positive” activity sheet for homework.
Examples

- I am a qualified candidate.
- I must have already peeked the employer’s interest, seeing I have been selected for an interview.
- I have the skills and abilities required for this position.

Mock Interviews: 25 minutes

- Hand out the interview sheet for each scenario.
- Have the group complete their mock interviews with their assigned partner.
- Provide an opportunity for both partners to be interviewed by each other.
- Feedback will be provided from partners through the use of the Interview Criteria Checklist (see page 28)
- Participants will have a chance to take feedback from their partner into consideration and make changes to their interview responses.

Break: 10 minutes

Illegal Questions: 10 minutes

PowerPoint Slide 19

- Show the next Power Point slide that includes a list of illegal questions.
- Discuss how to answer illegal questions.
- Divide the group into dyads and have the practice answering illegal questions.

Practice Mock Interviews: 30 minutes

- Allow the group to practice components of their mock interview.

Break: 10 minutes

Present Mock Interviews: 45 minutes

- Have the group engage in Deep Breathing.
- Groups will then engage in mock interviews in front of the class.
- Other group members will provide their feedback.

Summary and Conclusions: 15 minutes
Mock Interview Instructions

Assign each participant into pairs and have them sit together. After participants are divided into pairs, hand out the mock interview scenario handouts to everyone, ensuring that each partner has a different scenario. Inform the participants that they are to prepare for the mock interview, utilizing the preparation techniques that were discussed in day one. It is recommended that the participants receive the mock interview grading rubric to assist with their interview preparation.

During the second workshop day, have the participants engage in their mock interviews with their partners. Allow enough time for each partner to be interviewed. The partners will then evaluate each other utilizing the mock interview grading rubric. After each partner has had the chance to provide feedback, allow them to practice their interview.

After the participants have been given the chance to rehearse their interviews have volunteers perform their interview in front of the class. While the partners are performing their interview, have the rest of the group fill out the mock interview grading rubric. After the interview performance, allow the group to share their feedback with the performer.
Mock Interviews
Employer: Jimmy’s Supermarket
Store Owner: Edward Fuller
Position: Cashier

Mission Statement: Dedicated to delivering fine quality food and customer service.

Products
- Basic Grocery Items
- Bakery Items

Background Information
- Jimmy’s Supermarket has been serving the community since 1961
- They support local Food Banks.
- Jimmy’s Supermarket supports local farmers
- They have a store credit card
- Jimmy’s Supermarket has 50 locations throughout Ontario
- They won the Top Grocery Award in 2002 and the Community Service Excellence Award in 2008
- Their prices are cheaper than most of their competitors
- They have their own charity dedicated to providing disadvantaged youth the opportunity to engage in recreational sports
- They plan on selling clothing and household items in all of their locations by 2015

Qualifications
- Minimum of 1 year customer service experience
- Experience processing cash, debit and credit transactions
- Ability to work in a fast paced environment

Asset Criteria
- Experience working in a grocery store
- Service Excellence Certificate
Mock Interviews
Employer: Zingy’s Pet Store
Store Owner: Brad Zingy
Position: Sales Associate

Mission Statement: We recognize that pets are like family members and we strive to provide the finest products at affordable prices.

Products

- Pet food
- Pet toys
- Pet cages/beds
- Fish tanks
- Pet Shampoos
- Leashes/collars

Background Information

- Has been in operation since 2000
- Supports local pet shelters
- Has only one location
- Plans on opening other locations by 2016
- Won the Customer Service Excellence Award in 2002
- Won the National Pets Choice Award in 2009
- Has plans on introducing their own pet clothing line by 2012
- Their prices are average in comparison to their competitors

Qualifications

- Minimum of 2 years experience working in customer service
- Knowledge of various pet products offered by the store
- Must demonstrate an interest in working with animals
- High-school diploma

Asset Criteria

- Experience working with various animals
- Vet Assistant Diploma
Joey’s Burger Palace

Position: Drive Thru Cashier

Store Owner: Joey Mcfinigen

Description of Duties

- Cash out customers’ orders
- Hand the customer their food
- Input orders into the computer

Qualifications

- 16-years-old or older
- Able to work in fast-paced environment
- Must work well under pressure
- Display time management skills
- Knowledge in customer service

Asset Criteria

- High-school diploma
- Experience working in the fast-food industry
- Prior customer service experience

Missions Statement: Our goal is to serve top quality food in a quick an efficient manner to meet the demands of today’s fast paced society.

Background Information

- Has been in operation since 1981.
- Sells 15 different types of burgers.
- Won the Speedy Drive-Thru Award in 2010.
- 2% of their profits goes towards local youth shelters.
- 15 locations throughout Ontario.
- Plans to expand to other provinces.
- Currently in the process of establishing a breakfast menu.
LAM’s Health Center

Position: Secretary
Manager: Tom McDee

Description of Duties:

- Report writing
- Taking phone calls
- Filling Documents
- Inputting data into excel

Qualifications

- Diploma in Office Administration
- Minimum 2 years of customer service experience
- Efficient organizational skills
- Proficient in Microsoft Word and Excel
- Must demonstrate and abide by confidentiality practices

Mission Statement: We value the importance of getting to know our patients and taking the time to assess and deliver their health needs.

Background Information

- Has been in operation since 1990
- There are currently 5 Doctors and 10 nurses on staff
- Specializes in family medicine
- The average wait time is 15 minutes
- Raises money for the Children’s Cancer Foundation
Joey’s Burger Palace Interview

1. Tell me a bit about yourself.

2. Why do you think you would be a person for the job?

3. What do you know about Joey’s Burger Palace?

4. Can you describe a time when you had to deal with an angry costumer? How did you handle this situation?

5. Why do you want to work for Joey’s Burger Palace?

6. Do you have any questions?
LAMS Health Center Interview

1) Tell me a bit about yourself?

2) Can you describe what qualities you possess that would make you a suitable candidate for our secretary position?

3) Tell me why you would like to work for LAMS Health Center?

4) Describe a time where you have had conflict with a co-worker. How did you resolve the conflict?

5) A client’s mother called in requesting information about her son’s lab results. The mother assures that her 20-year old son gave her permission to obtain the lab results. What would you do in this situation?

6) Do you have any questions?
Zingy’s Pet Store Interview

1) Tell me a bit about yourself.

2) Do you have any experience working with animals?

3) Why do you want to work for Zingy’s pet store?

4) Suppose a customer asks you for information regarding two pet products you are unfamiliar with. What would you do?

5) Can you provide a time, where you have provided excellent customer service?

6) Do you have any questions?
Interview for Jimmy’s Supermarket

1) Tell me a bit about yourself.

2) Why do you want to work for Jimmy’s Supermarket?

3) Do you have experience working in a grocery store?

4) Describe a time where you have worked well in a team setting?

5) Do you have any questions?
## Interview Criteria Checklist for Mock Scenarios

<table>
<thead>
<tr>
<th>Interview Technique</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eye contact</td>
<td>The participant made little to no eye contact with the interviewer.</td>
<td>The participant made occasional eye contact with the interviewer.</td>
<td>The participant made satisfactory eye contact with the interviewer.</td>
<td>The participant made the appropriate amount of eye contact.</td>
</tr>
<tr>
<td>90 second speech</td>
<td>The participant shared little to no relevant information about themselves or they shared too much information exceeding the 90 second time frame.</td>
<td>The participant shared limited relevant information.</td>
<td>The participant shared relevant information about them and did not exceed the 90 second time frame.</td>
<td>The information shared by the participant was relevant and assisted with marketing themselves towards the job position.</td>
</tr>
<tr>
<td>STAR Statements</td>
<td>The participant did not use the STAR statements to answer performance based questions.</td>
<td>The participant uses the STAR statements to answer performance based questions; however, had difficulty with one or more of the components.</td>
<td>The participant uses the STAR statements with limited difficulty.</td>
<td>STAR statements appeared to be well rehearsed and the participant did experience difficulty with any of the components.</td>
</tr>
<tr>
<td>Asking Questions</td>
<td>The participant did not ask any questions</td>
<td>The participant asked a question that was not appropriate (i.e. How much money will I make?)</td>
<td>The participant asked a relevant question that demonstrated interest in the organization.</td>
<td>The participants asked more than one question that demonstrated an interest in the organization.</td>
</tr>
<tr>
<td>Tone of Voice/Fluency of Speech</td>
<td>The participant mumbled the response and/or talked too fast.</td>
<td>The participant’s voice was clear; however they need to correct themselves on numerous occasions</td>
<td>The participant’s voice was clear and they only needed to correct themselves once or twice.</td>
<td>The participant’s voice was clear and there was no need for self-correction.</td>
</tr>
<tr>
<td>B</td>
<td>I</td>
<td>N</td>
<td>G</td>
<td>O</td>
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<td>------------</td>
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<td>-----------------</td>
</tr>
<tr>
<td>Plays a Musical Instrument</td>
<td>Has Been On a Cruise</td>
<td>Was Class President</td>
<td>Walked Here Today</td>
<td>Enjoys Math</td>
</tr>
<tr>
<td>Has Been to Disney World</td>
<td>Has a Dog</td>
<td>Took a Bus Here Today</td>
<td>Is Afraid of Spiders</td>
<td>Has Been Sky Diving</td>
</tr>
<tr>
<td>Has Been Skiing</td>
<td>Attended Another KEYS Workshop</td>
<td>Free Space</td>
<td>Was Prom Queen/King</td>
<td>Enjoys Playing Video Games</td>
</tr>
<tr>
<td>Has Interview Anxiety</td>
<td>Was a Born in a Different Country</td>
<td>Plays in a Band</td>
<td>Has Traveled to Italy</td>
<td>Has Attended a Concert</td>
</tr>
<tr>
<td>Has Met Somebody Famous</td>
<td>Plans to Travel Around the World</td>
<td>Enjoys Winter</td>
<td>Enjoys Writing Poetry</td>
<td>Attended Girl Guides/Scouts</td>
</tr>
</tbody>
</table>
Wright, Basco and Thase, (2006)
Appendix B

Interview Skills Workshop
Participant Manual

Prepared By, Lori Scriven
B.A.A Behavioural Psychology Student
St. Lawrence College, 2011
Example of a Bad Interview Scenario

Background Information

Melisa is attending an interview for a position as a sales associate for DJ’s Music Palace. On the day of the interview, Melisa left her house 20 minutes before the interview and speculated that DJ’s Music store was only 15 minutes away from her home. To Melisa’s surprise the commute to DJ’s music store took 5 minutes longer than anticipated. In addition, Melisa had difficulty finding parking making her 5 minutes late for the interview. Once she arrived, an employee greeted her and took her back to the interview room. The interviewer introduced himself, shook Melisa’s hand and proceeded with the interview. Below is the interview script.

Interview Script

Interviewer

Why don’t you tell me a bit about yourself?

Melisa

Well…umm…hmm. I am 25-years-old. I have 2 small children and a dog. Oh and I have my high-school diploma.

Interviewer

What do you know about DJ’s Music Palace?

Melisa

Umm I don’t really know much about DJ’s Music Palace. Well I know you sell CD’s.
Interviewer

Why do you want to work for DJ’s Music Palace?

Melisa

I want to work for DJ’s Music Palace because I hear employees get a discount on CD’s. I spend a lot of my income on music and a company discount would really be beneficial for me

Interviewer

Can you describe a time where you demonstrated excellent customer service skills?

Melisa

Umm… well I am usually nice to the customers.

Interviewer

Why should we hire you?

Melisa

Umm because I am interested in music and need a job.

Interviewer

Do you have any questions for me?

Melisa

Yes I do. What will my hourly rate?
**Example of Good Interview Scenario**

**Background Information**

Melisa is being interviewed for a sales associate position at DJ’s Music Palace. Two days prior to her interview, Melisa commuted to DJ’s Music Palace in order to locate the store and determine how long the commute will take. Melisa made the commute during the same time of day her interview would be held in order to estimate the traffic conditions she may face on the day of her interview.

Melisa arrived 15 minutes early on the day of her interview. Moments after she arrived she was taken back to an interview room where she was introduced to the individual that will be interviewing her. The interviewer shook Melisa’s hand and proceeded with the interview. Below is the script from the interview.

**Interview Script**

**Interviewer**

Can you tell me a bit about yourself?

**Melisa**

I was born and raised in Kingston. I attended Bayridge Secondary School and graduated with honors. While attending secondary school, I excelled in music. In my spare time I organized various band nights for the community. I did this by contacting various local bands and promoting the event to the community. I have an extensive knowledge of various genres and music making it easy for me to assist customers with finding music they may enjoy. I have worked in various customer service based environments and I feel I my customer service skills will attract and maintain customers.
Interviewer

What do you know about DJ’s Music Palace?

Melisa

DJ’s music palace has been around since 1975. They sell various genres of music meeting everyone’s music demands. I also know that in 2007 they won the Customer Service Excellence Award.

Interviewer

Why do you want to work for DJ’s Music Palace.

Melisa

I want to work for DJ’s Music Palace because; the company is one of the leading competitors in the music retail industry. I also would also like to have the opportunity to use my musical knowledge to assist customers with finding music that interests them.

Interviewer

Can you describe a time where you have provided excellent customer service?

Melisa

One time when I was working in a coffee shop a new customer came in to the shop and was unsure what beverage she would be interested in. I informed her of the different types of drinks the shop sold and asked what types of flavours she would like her drink to have. She informed me that she was looking for a drink with a chocolate flavour. Once I knew that she wanted a drink with a chocolate flavour, I described all the drinks that contained chocolate and let her sample a few of them.
As a result, the customer found a drink that she liked and became a regular customer.

**Interviewer**

Why should we hire you?

**Melisa**

I have an extensive amount of customer service experience. I also have interest in music and have knowledge of various artists from different genres making it easier for me to recommend music to customers.

**Interviewer**

Do you have any questions for me?

**Melisa**

What are you looking for in a potential employee? Is there anything you believe I am missing?
Review of Interview Tips

Dressing for an Interview

- Ensure that your clothing is clean and free of wrinkles
- Aim to dress 10-20% better than the position you are being interviewed for
- Avoid wearing perfume, cologne or other fragrances
- Clean your glasses before the interview
- Ensure that your teeth are clean
- Keep and makeup and jewelry subtle

Star Statements

A STAR statement is a formula that is utilized to develop an answer for a behavioral based interview question.

- Situation
- Tactics
- Action
- Results

List of Commonly Asked Interview Questions

- Tell me about yourself
- What do you know about the agency?
- Why do you want to work here?
- Give an example of a time where you had conflict with another co-worker. How did you resolve the conflict?

90 Second Speech

- The purpose of the 90 second speech is to answer the question; “Tell me a bit about yourself.”
- In this speech individuals should cover their background, educational experiences, past employment and reasons for wanting to obtain employment with the company
Example

I recently moved to Kingston from Toronto in order to pursue post-secondary education. Currently, I am working towards obtaining my degree in behavioural psychology. During the course of my degree I have completed two placements in the field of education. As part of these placements, I established behavioural programs after conducting various behavioural assessments. I have also worked as an intake parole officer for Correctional Services of Canada, where I interviewed offenders, conducted assessments and correctional plans for the inmates. I am looking to be employed by your agency because I feel it’s an excellent place that will let me utilize my behavioural training to assist clients with their needs.

Preparing for an Interview

- Know the name and person that is conducting the interview
- Have the date, time and location of the interview
- Travel to the location where the interview is to occur before the day of the interview
- Review the position requirements
- Brainstorm a list of your own strengths and weaknesses
- Research the agency’s products, services, mission statement and upcoming projects
- Establish and rehearse your 90 second speech and STAR statements
- Bring extra copies of your cover letter and resume.
- Bring a portfolio of your relevant accomplishments (optional depending on the type of job you are applying for)
- Have a working pen

Types of Interviews

The 5 Main Types of Interviews

1. Standard Interview
2. Technical Interview
3. Stress Interview
4. Phone Interview
5. Behavioural Interview

Informal Interviews

- May occur through casual conversation
- Do not contain a set list of questions

Formal Interview

- Include a series of structured questions that are asked to multiple clients
 May include several phases

One on One Interviews
 One on one interviews are the most common type of interview.

Multiple Interviews
 An individual will participate in multiple interviews.
 There will most likely be different interviewers each time.

Telephone Interviews
 An interview will occur at a pre-arranged time over the phone.
 It is important to prepare for this interview in the same way that you would prepare for an in person interview, as employers often use this interview type as a means to screen out candidates.

Types of Interviews Continued

Email Interviews
 These types of interviews are rare.
 Communication prior to a scheduled interview may occur through email. It is important to proof read the emails that are being sent to a potential employer.

Video Interviews
 This type of interview is uncommon; however, can be used when an individual is applying for positions that are not close to their residence. For example someone from Ontario could be applying to a position in New Brunswick. Rather than having the potential employee fly to the work location, they have a video interview.

Panel Interviews
 More than one interviewer participates in the interview.
 Eye contact should be focused on the interviewer that is asking the questions.

Group Interviews
 Group Interviews focus on have the interviewee participate in a group activity, while the interviewers are watching.
These type of interviews often assess an individual’s ability to work as a team. They can also assess counseling skills, promotional abilities and group process skills.

Skills Testing Interviews

- This type of interview may involve giving a lecture or a short presentation on their research.
- Skill testing interviews are more likely to occur for academic positions.

Communication During an Interview

Non-Verbal Communication

- Smile.
- Maintain eye contact.
- Use a firm handshake.
- Sit forward in chair and have arms in front of you.

Verbal Communication

- Make use of STAR statement to back up your accomplishments.
- Show interest in the company.
- Be enthusiastic.
- Ask questions.
- Do not ask for information regarding salary or benefits
Steps for Deep Breathing

1. Place your hand on your stomach
2. Slowly inhale allowing your stomach to fill with air
3. Hold your breath for approximately 3-5 seconds
4. Exhale through your nose
5. Repeat as often as needed
Advantage of Deep Breathing

- Reduces stress and anxiety

Say Something Positive

Have you ever made a negative self-statement prior to going for an interview? What was it?

How did the negative-self statement affect your interview performance?

Create a list of positive self-statements you can make prior to attending your next job interview?
Mock Interview Activity

Using the skills you learned today, prepare for a mock interview based on your scenario. During the next workshop session, you will engage in a mock interview with your partner. Each partner will have the chance to be both the interviewer and the job candidate.

Tips on How to Prepare for the Mock Interview

- Write and rehearse your 90 second speech
- Familiarize yourself with the job scenario that you have been assigned
- Review the list of commonly asked questions and prepare and rehearse responses for them
- Estimate types of behavioural questions you may be asked and develop STAR statements for them
Participant Consent and Confidentiality Form

By signing this form I acknowledge that any personal information that I choose to share during the workshop will remain confidential. However, if I disclose any information indicating self harm or injurious behaviour towards other members of society; I understand that confidentiality will be broken. I also understand that under no circumstances will I share any personal information disclosed by other participants attending the workshop.

Name: ____________________________________________

(please print)

Signature: ____________________________ Date: ________________
Interview with Job Coach

Prior to funding cutbacks the vocational agency used to provide interview coaching for individuals who were unsure about their interview skills. The following Interview was conducted with a former employment interview coach. His credentials include a B.A. Sociology, B.E.D and over 25 years of experience in career counseling

What are some commonly asked interview Questions?
Some of the commonly asked interview questions include.
Tell me a bit about yourself?
Situational based questions that use STAR statements?
Questions that gather information on how you would get along with other co-workers.

What are some common areas people have difficulty with when it comes to interviews?
A lot of individuals come off too nervous during employment interviews. They also tend to be too formal. It is recommended that job candidates act like themselves during their employment interview, instead of concentrating their performance on the perceptions of what the interviewer want to here. Interviewers are focusing more on an individual’s personality and whether or not it would suit their work environment. In fact, a lot interviewers can’t even remember what a job candidate said during an interview. As a result, the hiring decision is based more on how an individual conducted themselves during an interview than the information they provided in the interview.

How can one prepare for an interview?
It is recommended that individuals engage in mock interviews with people that can provide them with critical feedback. In addition, it might be useful for individuals to tape themselves during a mock interview so they can see how the portray themselves. Another thing that is useful for preparing for interviews is to; prepare answers to commonly asked interview questions. If a the individual tends to ramble when responding to interview questions it may also be useful for them to utilize STAR statements in order to format their answer.

What is some interview advice for those attending an interview for a “survival job”? It is important to be honest during the interview. Employers for these types of positions recognize that there is a high turn-over rate and the likelihood of one staying with the company for a lengthy period of time is minimal. So individuals shouldn’t pretend that they are interested in staying with the company. That being said, individuals should emphasize what they can provide for the company in a short period of time. In addition, the should advise the prospective employer that the intend to give proper notice prior to leaving the company.

How did you assist clients when you were an interview coach?
I would engage in mock interviews with the client and provide them feedback. I would also emphasize the importance of being relaxed.
Interview Skills Workshop Evaluation Form

1: Strongly Disagree  
2: Disagree  
3. Neutral  
4. Agree  
5. Strongly Disagree

1. The facilitator appeared to be knowledgeable in area of employment interviews.  
   
2. The feedback provided by the instructor was helpful in terms of improving my interview skills.  

3. I felt comfortable asking questions during the workshop.  

4. The information was presented in a clear and concise manner.  

5. The workshop presented material in a way that reflected my learning style.  

6. The handouts that were provided were easy to read and understand.  

7. I plan to use the information and skills I learned today in my next employment interview.  

8. I would recommend this workshop.  

9. What parts of the workshop did you enjoy or found helpful?  

10. How would you improve this workshop?
**Interview Anxiety**

1: Strongly Disagree  
2: Disagree  
3. Neutral  
4. Agree  
5. Strongly Disagree

The thought of attending a job interview is terrifying.

1 2 3 4 5

I often don’t feel prepared for job interviews.

1 2 3 4 5

I am stressed about knowing what to say during an interview.

1 2 3 4 5

The thought of attending a job interview makes my stomach hurt.

1 2 3 4 5

I start to feel dizzy when I am thinking about job interviews.

1 2 3 4 5

I have difficulty organizing my thoughts.
I tend to breathe too quickly when thinking about attending a job interview.

Prior to a job interview, I find myself to be easily agitated.

When I am thinking about an upcoming job interview my chest feels heavy and/or it feels like my heart is beating fast.
Vocational Centre Feedback Form

What did you like in terms of the layout of the workshop?

How can the layout of the workshop be improved?

Would you add or take out any of the content of the workshop?
Are the timeframes for each segment of the workshop appropriate?

Please provide any further suggestions you have for improving the workshop?