CALIFORNIA STATE UNIVERSITY, NORTH RIDGE

THE JOB INTERVIEW:
A PROTOTYPE CHAPTER BASED ON JURY VALIDATION
OF CONTENT EMPHASIS IN SELECTED HIGH SCHOOL
SPEECH TEXTBOOKS

A graduate project submitted in partial satisfaction of the
requirements for the degree of Master of Arts in
Education
by
Laurie Filderman Engel

August, 1974
The project of Laurie Filderman Engel is approved:

California State University, Northridge
May, 1974
DEDICATION

For his dedication toward
the completion of my project
I dedicate the completed
project to my husband, Elliot.
ACKNOWLEDGMENT

I am indebted to Dr. Louise Grindstaff for her patient guidance and encouragement in the development of this project. Special appreciation is also due Dr. John Hayden for his helpful suggestions. Finally, a word of thanks to Dr. Irving Filderman, Alyce White, Lori Clow, Frances Segal, and Art Coyne for their valuable time, recommendations, and permission to quote them in this project.
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ABSTRACT

THE JOB INTERVIEW:

A PROTOTYPE CHAPTER BASED ON JURY VALIDATION
OF CONTENT EMPHASES IN SELECTED HIGH SCHOOL
SPEECH TEXTBOOKS

by

Laurie Filderman Engel

August, 1974

This study was conducted to determine whether there was a
need for modification of the content in ten high school speech textbook
descriptions of the job interview. Content emphasized in the textbooks
was analyzed and then submitted to a jury of five personnel interviewers for validation.

Textbook chapters were found to be short and injunctive, offering little elaboration on major aspects of the job interview, especially pre-interview self-appraisal by the applicant. Jury validation of an applicant's appearance and experience coincided with textbook content emphasis. The most discrepancy was in the emphasis on an applicant's references and the application form. Jury members expressed a need for more assured applicants, indicating that improvement in textbook procedural approaches to showing an applicant how to appraise himself was in order.

The investigator concluded that modification of information in the textbook chapters on the job interview was necessary. A prototype chapter was devised which represents a systematic guide for
teachers and students. The prototype is an original consolidation of
information on the job interview. Students are motivated by participat-
ing in a "job campaign" in which they are the "candidates." The
prototype elaborates on each aspect of the job interview, especially
self-appraisal, augmenting each suggestion with examples and
practice exercises which are embedded into the chapter.

Material on the job interview, the investigator concluded,
needs to be modified to meet the changing demands of the business
world--and the needs of students to be adequately trained in pre-
paring for and participating in the job interview. With the prevalence
of competition and specialization in the job market, the educational
institution must meet its responsibility to prepare students; intensive
efforts to update information on the job interview in speech textbooks
can help accomplish this.
Chapter 1
The Problem

Justification for the Study

The job interview is the most consistently used means of evaluating a job applicant. Most high school students eventually undergo an interview, but Streicher (1966) said that "the job interview is where our students find themselves alone, little prepared by the educational institution (p. 22)." With the existence of competition for most jobs, Blanchard (1966) said that "students must be fully equipped with every weapon available to secure the job of their choice (p. 55)." One "weapon" is proper preparation and instruction in the classroom.

The present investigator has taught speech for three years and has found that chapters on the job interview in the speech textbooks have been inadequate in presenting the overall concept of the interview, from initial preparatory descriptions to actual interview descriptions. The investigator has found it necessary to supplement the textbook material when teaching the job interview unit. Therefore, a need seemed evident to determine whether available speech textbook descriptions of the job interview are in accordance with the emphasis of actual personnel interviewers. Personnel interviewers have expressed a need for more assured, goal-oriented applicants. The present investigator saw a need to determine if information in the textbooks is sufficient in guiding them in that direction.
The chapter on the job interview, unlike other chapters in speech textbooks such as a debate chapter, must be constantly modified in order to meet the changing demands of the business world. The rules of debating stay fairly constant. In an age of competition and specialization in the working community, future applicants must be familiar with practical exercises for preparing for and participating in a job interview. The present project sought to meet that need.

**Basic Questions Underlying the Study**

The present project sought to answer the following questions:

1. What content on the job interview is emphasized in high school speech textbooks?

2. How extensive is material on the job interview in the speech textbooks?

3. What content on the job interview is emphasized by personnel interviewers?

4. What discrepancies in agreement exist between speech textbook and personnel interviewer emphases?

5. What supplementary material, if any, needs to be added to the content emphasized by textbooks and personnel interviewers?

**Procedure**

Ten high school speech textbooks were analyzed for topical and quantitative content. Content items were then submitted for jury validation to five personnel interviewers for ranking from most important to least important. A check was made between personnel interviewers' responses and textbook content emphases to determine whether a consistency in emphasis existed. An original model
chapter was designed, based upon data collected.

Assumptions

Several substantive assumptions underlie the design of the project: first, the project assumes that the interview is the most effective method of evaluating a job applicant; second, that the best method of improving the pertinence of speech textbook descriptions of the job interview is to compare them with the suggestions of actual personnel interviewers; third, that an up-to-date, original chapter based on the findings of the project, offers a functional guide for learning and teaching about the job interview.

Definition of Terms

For the purpose of this project, the following terms are defined:

Jury validation: a small sample of personnel experts delegated to consider or substantiate interview concepts emphasized in ten high school speech textbook descriptions of the job interview.

Personnel interviewers: employers or employment referral representatives who evaluate or screen a job applicant before hiring or referring.

Prototype chapter: an original model chapter on the job interview designed from the data collected in the project.

Topical content analysis: an itemized listing by main topics or emphasis of the content in textbooks used in the study.

Quantitative content analysis: an examination of the number of pages and extensiveness of discussion of main topics in textbooks used in the study.
Textbook descriptions of the job interview: any chapter information on the job interview.

Limitations and Delimitations

It should be noted that the following limitations are present: first, the opinions given by personnel interviewers for this project are not necessarily representative of all personnel directors; second, the small number of personnel interviewers used in the project might have limited the scope of its findings; third, each interview is unique to a particular occupational position, and generalizations about an interview do not consider such individuality; fourth, the use of the tape recorder during the questioning of the personnel interviewers might have inhibited their openness; fifth, loyalty to a company might have inhibited an interviewer's revealing the "secrets" of his business' hiring practices; sixth, the type of job affected a personnel interviewer's ranking of interview items.

The following delimitations likewise are present: first, the textbooks investigated are limited to ten high school speech textbooks published after 1955 and only to those chapters, or portions of chapters, discussing the job interview; second, the personnel interviewers questioned for the project were narrowed to: (1) three actual employers or personnel interviewers who arrange the hiring of an applicant; and (2) two referral service representatives who screen an applicant and then refer him to an employer for interviewing; third in delimitation is that the present project sought to devise a prototype chapter, not to rank present textbooks. The textbooks used in the content analyses were used as a focal point from which to develop the questions for the personnel interviewers.
Chapter 2

Review of Related Literature

Research on the job interview was divided into four categories: (1) experimental studies; (2) material written for personnel interviewers; (3) material written for business teachers; and (4) material written for the job applicant. No studies dealt directly with speech textbook content on the job interview. The present chapter reviews the material in order to relate what content was most emphasized as essential in preparing for, participating in, and teaching about the job interview.

Experimental Studies

One study (Springbett, 1958) found that information in the application form contributes most to the final selection decision. The decision is more often affirmative if the candidate is assessed after the application is studied. The application and the applicant's appearance together exert a lasting impression on the interviewer early in the interview. Springbett said that in 85% of the cases, early information affected the culminating selection decision.

Several investigators (Asher, 1970; Rowe, 1960) found that interviewers look primarily for negative evidence and, if negatively affected early in the interview, do not select the applicant.

Asher investigated the applicant's appearance as an influence in the interviewer's final decision. He found that if a rater both heard and saw a respondent, he was more likely to select a candidate than if he only heard the applicant on a sound track.
Material Written for Interviewers

The literature reviewed was addressed to personnel directors and supervisors, often in specialized areas such as secretarial or managerial work. Remarks which were pointedly directed to specific vocations were screened from this review.

Mayfield (1956) asserted that the interviewer’s primary objective is to collect facts. Personality assessment is too subjective a criterion on which to judge an aspiring applicant. Fact-finding interviewing offers the "best indicator of what an applicant will be and has been (p. 26)." Most writers, however, contended that a combination of human element impressions and facts are suitable objectives on which to base an interview judgment.

Major focus in some articles (Jones, 1964; Magee, 1967; Interviewer’s Checklist, 1965) was on the kind of questions an interviewer should ask, some stating that an interviewer should avoid "yes-no" questions and use questions concerning the individual’s ideas and value commitments. "Interviewer’s Checklist" suggested use of the "stress" question, in which the interviewee is asked to react to difficult hypothetical situations that might occur on the job for which he is applying.

All authors dealt with the content that should comprise an interview—what type of information would best expose a person’s potential and personality. Jones (1964) declared that appearance is a significant representation of the applicant’s attitudes. Factual information such as work experience, education and training, family background and social adjustment were also mentioned.
Emphasis on appearance was also presented as important in "Interviewer's Checklist." Alertness, cooperation, maturity, and initiative were additional criteria for the interviewer to look for. The author emphasized contacting references, providing the interviewer with assessment from those who worked with the applicant.

Sharp (1961) mentioned health and physical condition as principal criteria to emphasize. Moreover, job knowledge and skill, interests, motivation, and personal adjustment received special attention.

Material Written for Business Teachers

Literature reviewed in this category was directed to teachers of the interview in the business class. Methods were suggested by the writers for priming students for before, during, and immediately after the interview. Overwhelming support was given to the simulated interview (or role-playing) as a teaching device, with either teacher, student, or visiting businessman as the role-playing interviewer. "Putting students through a typical interview by letting them play-act the role of an employer will prepare them for the time when they will face the formidable interviewer whom they might otherwise fear (p. 37)." The author (Blackledge, 1961) included a list of factual questions for the role-playing interviewer to use.

Featheringham's (1963) "employment orientation unit" included the simulated interview. The student actually wrote a letter of application to the teacher-interviewer. Then the student underwent an "interview" for a particular job. A rating sheet was kept by the interviewer and was later shown to the interviewee. The student then wrote a thank-you note to the interviewer in order to
reinforce good impressions made during the interview.

Knouse (1951) took a different approach to the simulated interview. A panel of students visited a business for a trial interview. One student was "interviewed" while other students recorded the experience. The interview was then dramatized for the class. The simulated-interview suggestions made by all authors indicated that this method can help a student correct his mistakes before facing an actual interview.

Some articles offered methods of training students to write letters of application and to fill out application forms. They suggested using a compiled collection of job applications from a particular community. Castel (1959) devised his own application form, representing a cross-section of those in his community. He preferred reviewing the form with his classes and discussing each question's inclusion.

Material Written for the Job Applicant

Some authors gave vital recommendations for the interviewee himself. Most literature emphasized the importance of keeping up-to-date references and a resume, having a conservative appearance, being prompt, and finding out about the firm ahead of time. The application form was emphasized as well. Lasher and Richards (1955) gave specific instruction for filling out the application form. Lee (1970) told how to fill out social security and application forms. Thomas and Howard (1970) supplied sample letters of application and thank-you notes to the interviewer. The follow-up letter, to both the interviewer and to personal references who gave permission to interviewees to use their names, was specified as

Suggestions about the tests (such as aptitude and personality), which some firms administer, were included in some of the literature. Lee gave extensive practice tests for the aspiring job hunter to try out. Lasher and Richards declared that tests supplement other information, assuring an applicant's making the best impression; if his personality did not affect the interviewer, his ability on tests might.

Lee provided helpful short stories describing various jobs and hypothetical stress situations where a future applicant could test his own stamina and skill. Some literature (Favel, 1957; Van Zandt, 1961; Lee) suggested that the reader write for career pamphlets describing qualifications and duties of a wide variety of jobs. The present investigator, however, wrote to the main source of these pamphlets, New York Life Insurance Company, and was informed that the pamphlets are no longer circulated.

Summary and Discussion

The experimental studies emphasized the importance of an applicant's overall appearance, careful and neat filling out of an application form, and making a positive impression early in an interview. The interviewer-oriented articles offered an authoritative view of the goals established by the experience of occupational interviewers. Particular emphasis was assigned in the interviewers' literature to the types of questions an interviewer should ask. An applicant's personal references, appearance, education, and training were given emphasis.
No teacher-oriented literature was directed to the speech teacher, although a unit on the job interview is included in all speech texts used in the present project. It was assumed that the directions given to the business teacher could be transferred in application to the speech teacher, however. The literature addressed to the teacher emphasized the importance of instruction in writing letters of application, in filling out application blanks fully, honestly, and completely. The literature favored role-playing activities in the classroom which give the student practice prior to a genuine interview experience.

The present investigator was particularly interested in the literature addressed to the job applicant, since textbook descriptions, which were analyzed in the present project, are directed to the applicant. The literature for job applicants included practical learning activities for the applicant such as where and how to take aptitude and personality tests, how to write a resume, fill out an application form, write letters of application and follow-up thank you notes to interviewers. The importance of an applicant's appearance was emphasized. Overall, the related literature emphasized the importance of an applicant's carefully preparing for a job interview in advance.
Chapter 3

Procedures and Findings: Content Analyses

Procedure of Content Analysis

The present investigator sought to determine the extensive-ness of the material in speech textbook chapters on the job interview. This was determined by tallying the total number of pages devoted to the job interview for each chapter. The topical content in the textbooks was then analyzed to determine which interview topics and chapter exercises were included. If the content item was listed as a major heading and was discussed with noticeable pre-eminence in a chapter, it was entered into the tables. A frequency count was tabulated for each content item. Those items receiving the highest frequency of tallies were considered predominantly emphasized in the textbooks.

Selection of Textbooks for Content Analysis

Of the fifteen textbook publishers contacted (Appendix A), ten include chapters on the job interview in their books, three include no chapter on the job interview, and two include a chapter on interviewing, but do not mention the job interview. The textbooks selected for the present project were those including a chapter, or a portion of a chapter, on the job interview. Another basis for selection was that six of the ten textbooks are used in nine of the Los Angeles County school districts (Appendix B).
Quantitative Content Analysis of Textbook Descriptions of the Job Interview

All texts except Speaking For Results, Speech For You, and From Thought to Speech treat the job interview as part of larger chapters, as one of many types of conversations, rather than as an entity itself. The three textbooks just cited spend whole chapters on the job interview. No text contains more than one chapter on the job interview.

In the quantitative analysis, from 1.5 to 9 pages are spent on the job interview, with an average of 3.5 pages spent overall (Table 1). The texts which spend 1.5 to 3.5 pages on the job interview are, for the most part, an arrangement of injunctions such as "dress neatly," for preparing for and participating in the job interview. The Art of Speaking and Speech For Today are especially brief in probing each point made, yet some textbooks, such as Speech For You, do expound on each preparatory step. Speech For All lists commonsensical hints to the reader, such as not to "poke holes into the interviewer's furniture."

The job interview chapter in Speaking For Results is different in format in that advice is quoted from a personnel director, thereby giving the chapter an authoritative flavor. The material on the job interview in The New American Speech and in Speaking For Results includes sample interviews for part-time jobs, which offer the student a visualization of the interview experience. Material in the textbook chapters as a whole is focused on the seeking of temporary high school employment, rather than on career-oriented present and future employment.
<table>
<thead>
<tr>
<th>Quantity of Pages</th>
<th>Textbook(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00</td>
<td>From Thought to Speech</td>
</tr>
<tr>
<td>6.25</td>
<td>Speak Up</td>
</tr>
<tr>
<td>3.50</td>
<td>The Speech Arts, Speech For All, Modern Speech, Speech For You</td>
</tr>
<tr>
<td>3.00</td>
<td>Speaking For Results</td>
</tr>
<tr>
<td>2.50</td>
<td>Speech For Today, The New American Speech</td>
</tr>
<tr>
<td>1.50</td>
<td>The Art of Speaking</td>
</tr>
</tbody>
</table>

Chapters in Speaking For Results and Speech For You, though entirely concerned with the job interview, do not comprise the highest number of pages in the tabulation. The material in Speak Up, which contains the second most pages in the tabulation, provides detailed explanations of each suggestion made, as well as including a sample resume. The resume describes a high school student's very limited work experience. In From Thought to Speech, the chapter containing the most pages in the tabulation, a thorough discussion of the interview experience is provided, including types of questions.
asked by an interviewer and the effect of the interviewee's language on an interviewer's evaluation of him. The copyright date of the textbook is the most recent of the ten books used in the present analysis. However, it should be noted that The New American Speech was recently (1973) revised to a new title, Patterns in Communication, but no changes were made in sixteen years in the job interview chapter.

Topical Content Analysis of Textbook Descriptions of the Job Interview

**Topic: Preparation for the Interview.** In Table 2 pre-interview preparation is charted. The applicant's knowledge of a job, the resume, and the applicant's preparation of questions before the interview are emphasized in nine of the ten textbooks. Applicants are advised, when finding out about a job, to discover the duties and the opportunities for promotion in the company. In the resume, applicants should particularly include their experience and training, but also their education, ambitions, and extracurricular activities. Six of the ten books suggest an applicant appraise himself before an interview takes place, especially asking himself why he wants a particular job. References and the application blank are given the least emphasis in the analysis of preparation for the interview. Only four of the textbooks refer to references and only three to the application blank.

**Topic: Participation in the Interview.** In Table 3 the content emphasized in the textbooks during and immediately after an interview is charted. The applicant is guided in how to answer and behave in eight of the textbooks. He should be attentive when listening to the interviewer and straightforward, concise, and assured when
### TABLE 2
Topical Content Analysis: Textbook Descriptions of Preparation for the Job Interview

<table>
<thead>
<tr>
<th>Content Item(s)</th>
<th>Total of Textbooks Mentioning Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applicant's knowledge of job</td>
<td>9</td>
</tr>
<tr>
<td>Resume</td>
<td>9</td>
</tr>
<tr>
<td>Applicant's preparation of questions</td>
<td>9</td>
</tr>
<tr>
<td>Applicant's self-appraisal</td>
<td>6</td>
</tr>
<tr>
<td>References</td>
<td>4</td>
</tr>
<tr>
<td>Application blank</td>
<td>3</td>
</tr>
</tbody>
</table>

### TABLE 3
Topical Content Analysis: Textbook Descriptions of Job Interview Participation

<table>
<thead>
<tr>
<th>Content Item(s)</th>
<th>Total of Textbooks Mentioning Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
<td>10</td>
</tr>
<tr>
<td>Experience</td>
<td>9</td>
</tr>
<tr>
<td>Responses and behavior</td>
<td>8</td>
</tr>
<tr>
<td>Language, speech, and grammar</td>
<td>8</td>
</tr>
<tr>
<td>Personality and attitude</td>
<td>7</td>
</tr>
<tr>
<td>Punctuality</td>
<td>6</td>
</tr>
<tr>
<td>Nonverbal cues</td>
<td>5</td>
</tr>
<tr>
<td>Follow-up note</td>
<td>4</td>
</tr>
</tbody>
</table>
answering him. Other behavioral characteristics are suggested, such as being positive, cheerful, honest, and unaggressive.

Most textbooks emphasize certain overall areas of importance during the interview. All ten textbooks list an applicant's outward appearance as the leading trait. Language, speech, and grammar are of importance in eight of the textbooks, and experience is important in nine. Punctuality is emphasized in six of the textbooks, and eye contact, and other nonverbal cues, are mentioned in five textbooks. Following an interview with a thank-you note or phone call is listed in four books and so is not predominantly emphasized, according to the frequency tally.

**Topic: Chapter Exercises.** Nine of the ten textbooks include chapter exercises (Table 4). Role-playing activities are suggested in nine of the books as an effective post-chapter practice for students. Few instructive methods are offered for the role-playing. One method given, though, is to invite a personnel interviewer to visit a class for the simulated experience. Some chapters instruct students to fill out rating sheets after a simulation, but sample rating sheets are not provided.

Second in frequency in the chapter exercise analysis is interaction with the business community by students. Seven textbooks suggest local businessmen be invited to the classroom to discuss their hiring practices. Students are also instructed to fill out sample application forms from local business firms or to interview neighbors or relatives about their companies' qualifications.
TABLE 4

Topical Content Analysis: Textbook Descriptions of Job Interview Chapter Exercises

<table>
<thead>
<tr>
<th>Content Item</th>
<th>Total of Textbooks Mentioning Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role-playing activities</td>
<td>9</td>
</tr>
<tr>
<td>Interaction with business community</td>
<td>7</td>
</tr>
<tr>
<td>Self-appraisal activities</td>
<td>4</td>
</tr>
</tbody>
</table>

Third in importance are self-appraisal exercises. Students can think of questions they might really ask an interviewer; describe any interviewing experiences they have had previous to reading the textbook chapter; write a self-inventory determining how qualified he is for a particular position in which he is interested. Guiding questions are not provided in the textbooks.

Procedures and Findings: Jury Validation

Procedure of Jury Validation

Personnel interviewers were asked to discuss questions developed from the topical content analysis. They were then asked to rank basic interview items, also developed from the topical analysis, from most important to least important. The rankings were weighted: five points to a rating of one; four points to a rating of two; et cetera.

Selection of Jury

Five personnel interviewers were chosen to validate interview items developed from the topical analysis: three professional employers who actually hire an applicant (medical, sales, and
industrial personnel managers) and two employment referral service
interviewers (private and governmental agencies).

Rationale for Questions and Interview Items

Appendix C lists the questions asked the jury members and
their abbreviated responses. Any extraneous or repetitive material
was omitted from their answers. Appendix D is a copy of the
ranking sheet handed to each jury member. The present investigator
attempted to objectify the responses of the jury by first asking open-
ended questions (Appendix C) and then presenting the ranking sheet,
rather than immediately showing the jury members the items
gathered from the topical content analysis. It was also hoped that the
jury's answers to the open-ended questions might serve as expla-
nations of their ranking selections. Only the last question was
thoroughly discussed in the text of the present chapter, since it
directly concerns the prototype chapter of the present project.

Jury Validation of Interview Items

Table 5 shows the ranking of items developed from the
topical content analysis.

Items: Appearance, Application Form, Training and
Experience. Appearance, the application form, and training and
experience received the highest weighted ranking. The jury members
selected a conservative, composed appearance as a most important
criteria for their selection decisions. The application form and
training and experience were considered important. The jury
members especially look for an applicant's skills and experience on
his application form. The industrial interviewer warned an applicant
to fill out an application honestly, since "falsification can get him
TABLE 5
Jury Ranking of Job Interview Items

<table>
<thead>
<tr>
<th>Interview Item</th>
<th>Juror Ranking</th>
<th>Weighted Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M  S  I  P  G</td>
<td></td>
</tr>
<tr>
<td>Appearance</td>
<td>2 1 2 1 1</td>
<td>23</td>
</tr>
<tr>
<td>Application form</td>
<td>1 1 2 1 2</td>
<td>23</td>
</tr>
<tr>
<td>Training and Experience</td>
<td>1 3 1 1 1</td>
<td>23</td>
</tr>
<tr>
<td>Personality</td>
<td>1 2 2 2 1</td>
<td>22</td>
</tr>
<tr>
<td>References</td>
<td>1 1 3 1 2</td>
<td>22</td>
</tr>
<tr>
<td>Punctuality</td>
<td>2 1 3 1 1</td>
<td>22</td>
</tr>
<tr>
<td>Language, speech grammar</td>
<td>2 2 3 2 2</td>
<td>19</td>
</tr>
<tr>
<td>Education</td>
<td>2 3 1 3 2</td>
<td>19</td>
</tr>
<tr>
<td>Responses and behavior</td>
<td>2 3 3 1 2</td>
<td>19</td>
</tr>
<tr>
<td>Resume</td>
<td>1 5 1 5 1</td>
<td>17</td>
</tr>
<tr>
<td>Thank-you note</td>
<td>3 2 3 2 3</td>
<td>17</td>
</tr>
<tr>
<td>Nonverbal cues</td>
<td>3 3 3 2 2</td>
<td>17</td>
</tr>
</tbody>
</table>

Note. --Initials under "juror ranking" stand for medical; sales; industrial; private; governmental. Jurors ranked items from most (1) to least (5) important. Rankings were weighted by assigning 5 points to all rankings of 1; 4 points to all rankings of 2; et cetera.
fired later." The sales employer and private referral agency interviewers also emphasized complete and honest application forms. The private referral interviewer further added that she looks for "longevity" in an applicant's record; did an applicant stay on a job for a reasonable length of time? The sales employer ranked experience as only occasionally important because her store offers on-the-job-training.

**Items:** Personality, References, Punctuality. Personality, references, and punctuality were considered second in importance in the weighted ranking of items. In evaluating personality, the private referral interviewer determines personality type in order to appropriately match an applicant with a suitable type of work. The medical employer "tries to gauge an applicant's personality by her interest in the job and by her stability." He feels an applicant should critically evaluate herself before applying in order to determine whether she will fit into the framework of his office. He always sends a favorable applicant for aptitude and personality testing by an industrial psychologist to help him gauge her suitability for his office.

Four of the five jury members ranked references as always or frequently important. A reference is asked how the applicant got along with co-workers, what duties he performed and how well, and whether the applicant is rehireable. Punctuality was important to four of the five jury members, since their schedules are so demanding and an applicant's tardiness imposes upon them. The industrial employer, however, ranked punctuality as only occasionally important since he has had few tardy applicants.
Language, Speech, Grammar, Education, Applicant's Responses and Behavior. Several interviewers said that language, speech, grammar, and education are very job-related, depending on whether an applicant meets the public. The sales and medical employers ranked these items as essential because their jobs require a worker to be in constant contact with the public. An applicant's attitude and manner of responding to questions were considered important, but not necessarily essential. However, extreme rudeness or indifference certainly affected an interviewer.

The Resume, the Thank-You Note. The resume is of utmost importance to the industrial employer. It determines whether an applicant will be interviewed. He specified that one page suffices, especially including the past three or four years of experience. The medical employer also suggested that an applicant send a resume, cataloguing an applicant's experience and skills. The resume is not required by the governmental referral service representative, but is assigned importance by her when advising an applicant who comes to her office about preparing for an interview with an employer.

The low rankings assigned the resume were given by the sales employer and private referral service representative who do not require a resume from applicants, thereby lowering the ranked importance of the resume.

Nonverbal responses were given a low ranking since, the interviewers said, it is hard to analyze accurately the effect on their selection decisions of an applicant's facial expressions or other non-verbal cues. They advocate, however, that an applicant should have good eye contact with the interviewer. A thank-you note following an
interview was not frequently important to the jury. They indicated they need no "extras" from the applicant after an interview. However, the sales employer and private referral interviewer indicated a note certainly "doesn't hurt."

**Jury Suggestions for Prototype Chapter**

Jury members were asked to give suggestions for a model chapter on the job interview (Appendix C, Question 4). Four of the five jurors expressed pleasure at the investigator's project intention since, they said, the job market is more competitive than ever before and students need modern, effective instruction about acquiring a job. Table 6 shows that all five jurors suggested role-playing activities as chapter practice exercises. Four of the five suggested self-appraisal activities, such as writing a resume, but taking aptitude or personality tests and reading job descriptions were more novel suggestions for appraising. Four of the five jurors suggested that businessmen be contacted by students. Students could take field trips to businesses, visit employment referral services, send sample resumes to businessmen for correcting, or have businessmen visit the classroom for discussion of their occupations and for helping in the simulated interviews.

Three of the five jurors suggested a checklist of injunctions as a format for a chapter on the job interview. However, each emphasized that the checklist should be embedded into the body of the chapter, not comprise the entire chapter.
TABLE 6
Jury Suggestions for the Prototype Chapter
on the Job Interview

<table>
<thead>
<tr>
<th>Content Item</th>
<th>Total of Jurors Mentioning Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role-playing activities</td>
<td>5</td>
</tr>
<tr>
<td>Interaction with business community</td>
<td>4</td>
</tr>
<tr>
<td>Self-appraisal activities</td>
<td>4</td>
</tr>
</tbody>
</table>

Comparison of Content Analyses and Jury Validation of Job Interview Items

The findings of the project showed some agreement between textbook chapters and jury-validated content items. Overwhelming agreement existed concerning the importance of a conservative outward appearance in the interview. Both textbooks and jurors selected role-playing activities as the most effective device for pre-interview practice. The importance of an applicant's experience and training was given a mutually high ranking. Personality traits, such as friendliness, was also emphasized by both jurors and textbooks. Nonverbal cues, such as eye contact, and a thank-you note following an interview received low importance in both the tallies and rankings. The jurors explained their low ranking by saying that it is hard to detect accurately the effect of these items on their selection decisions.

An applicant's cooperative behavior (and attitude) was proportionately ranked, as was an applicant's language, speech, grammar, and education, which were considered very job-related by the jurors.
Discrepancies in agreement also existed between jurors and textbooks. The greatest occurred in the emphasis on the application form; it was given one of the highest rankings by the jury and the very lowest frequency in the textbooks. The experimental studies reviewed for this project also emphasized the importance of the application form. The neatness, completeness, and honesty of an application affects an interviewer. A deduction from the discrepancy in emphasis might be that textbooks are deficient in the treatment of the application form. Another disagreement occurred with the importance of personal references. Jurors gave it a high ranking, and textbooks a low frequency tally. Perhaps the reality that references are, indeed, checked by contemporary interviewers should be emphasized in textbooks.

The resume was given a higher ranking in the textbooks than by the jurors. However, not all jurors require a resume, thereby lowering its importance in the weighted rankings. Jurors who do require the resume each ranked it as "always important."

A discrepancy existed between jury and textbook emphasis on punctuality. Texts viewed it as only somewhat important, while jurors considered it to be important. This finding can be explained by the fact that jurors have a very demanding schedule and would be very aware of the imposition of a tardy applicant.

Self-appraisal activities and interaction with the business community by students received a tie ranking, following role-playing, but interaction with businessmen was somewhat higher than self-appraisal activities in the textbook tally. Perhaps this discrepancy can be explained by the jurors' noticeable emphasis on an applicant's
appraisal of himself before seeking a job. Though the jurors ranked role-playing mutually with the textbooks, their comments (Appendix C) revealed a concern and need for self-assured and introspective applicants.

Many textbooks analyzed in the present project contained or were comprised mainly of checklists of injunctions about the interview. Some of the jurors favor a checklist, but all suggested the checklist be supplemented by descriptive material about the job interview, especially emphasizing an applicant's pre-interview preparation, such as a close review of himself to determine if job opportunities are in line with his interests and abilities.

Summary and Discussion

Three of the ten textbooks include chapters solely concerned with the job interview. Other textbook descriptions are brief portions of larger topics, such as "Types of Conversation." From 1.5 to 9 pages are spent on the job interview in the textbooks, with an average of 3.5 pages spent overall. The format of a majority of the textbooks is a series of injunctive headings about the job interview, followed by brief exposition. Material in the chapters is focused mostly on temporary high school employment, rather than career-jobs. The present investigator found that one of the books was revised in 1973 with no changes, in sixteen years, in the job interview chapter.

The most agreement between content analyses of textbook descriptions of the job interview and jury-validated content was in the importance of the applicant's outward appearance. The most discrepancy was found concerning the importance of the application
form and personal references. The application form and references were given a high ranking by jurors and a low tally by textbooks. Some content items, such as speech, grammar, and education, were considered job-related by some of the jurors and thus received conditional rankings. There was some discrepancy about the importance of the resume, but rankings were not entirely valid, since some jurors do not require one, thus lowering its value to them.

The jury was highly in favor of role-playing exercises as an inclusion in the proposed prototype chapter. They especially suggested self-appraisal activities be included in the chapter, thereby producing a more assured, goal-oriented applicant who knowledgeably seeks a job he has investigated and evaluated for his own needs. Jurors mentioned the importance of informing students about employment referral services, especially governmental services. Finally, the jury felt that the format of a model chapter should include a checklist of reminders for preparing for and participating in a job interview, but that the chapter should not be comprised entirely of the checklist.
Chapter 4

Prototype Chapter on the Job Interview

The prototype chapter on the job interview which follows is based upon the comparative findings of the content analyses of the ten textbooks used in the project and the jury validation of the interview items. Some of the exercises and suggestions are based upon the literature reviewed for the project. It was the intention of the present investigator to develop an original, improved, practical, and up-to-date approach to descriptions of preparing for and participating in the job interview. The prototype is entitled "How to Wage Your Own Job Campaign."

The Text of the Chapter

Getting Started

You will probably be seeking a job sooner or later, perhaps a temporary job now and, later on, a career. For most jobs an applicant engages in an interview. As in any other activity that requires skill, adequate training in the techniques and exposure to the format of an interview are necessary. The more ready you are for an interview experience, the better impression you will make on an interviewer, and the more likely you will get the job of your choice.

Training in acquiring a job is essential today since we are in an age of competition and specialization in the working community. This chapter will inform you of tried-and-true methods of preparing for and participating in an interview. We will discuss the types of jobs available, how you can find out what they are and which you want to
do, letters you can write, and services available to help you. We’ll investigate how to systematically plan a job campaign. You are the candidate and you want to win the election—or selection, in the case of seeking a job.

If you want to win the selection, you cannot bound into just any interviewer's office and say, "Vote for me!" You have to systematically and seriously take stock of yourself and your capabilities first.

Who’s Running for Office?

Certainly an employer is more impressed with an applicant who is assured and who knows what he wants and where he is headed than with one who is disorganized and uncertain about his aptitude and ambition. Remember, in a short time, you must project your personality and abilities. Perhaps you feel you are very familiar with them, but a busy interviewer cannot read your mind. It is a good idea to have your campaign "pitch" organized and ready at a moment’s notice in his office. He must be able to gauge your capabilities quickly. You can help him.

What are your interests? Do you want to be in a work position where you are dissatisfied and unhappy, as well as unsuited for the duties? Of course not, but many discontented people who said the same thing are finding themselves in unchallenging, boring occupations. Did they carefully review themselves and their talents and interests before getting the job? Familiarize themselves with the many job types available? Plan their job campaign carefully? Spend enough time seriously thinking, "What do I really want to be"? It is a good idea for you to start thinking now, so that you will be
pointed in a direction, so you will not aimlessly pick a career and so that any temporary jobs in which you become involved before time for a career-choice arrives can be stepping-stones toward a planned goal and will represent a background of practical experience.

There are several ways to take a good look at what you want to work at as a career. One useful tool to help you decide is a personal profile diary; it is a current written account of your interests, experience, education, and a list of your supporters, or personal references. Listed below are just some of the entries you can make in your personal profile diary:

1. Visit businesses in your community. Ask about what jobs are available there, what the jobs are called, the duties, the salary, the educational level of the workers. Ask neighbors or relatives about their jobs. Write descriptions of the job types that interest you.

2. List your hobbies, clubs, pastimes. Which do you like best? Why?

3. What are your favorite and least favorite school subjects? Why?

4. What do you read about out of school?

5. What work experience, if any, have you had, including odd jobs around the house? What were your duties? Did you like the job(s)? Would you like a more permanent job in that area?

6. Keep a record of your education, dates of enrollment, degrees, honors, special skills you learn.
7. Keep a current account of people you can rely on for writing recommendations, their titles, addresses, what you did under their supervision.

Already a pattern should be developing. For example, if you have visited a radio station, love to listen to music, wrote the musical skit for your club, know the biography of practically every rock group, and built almost every part of your stereo, it is evident that at least a main interest you have is in music. There are many musically-inclined jobs you could investigate. Nowadays, with specialization in jobs so prevalent, you can't easily say, "I want to work in the field of music." You need to limit your job titles so that you can feasibly learn the skills of a particular job.

Most companies are looking for a trained candidate, not a jack-of-all-trades. Look at the sample musical interests again. Are "you" just interested in music? No, you can write skits and you can build a stereo; you are mechanically and literally inclined, too!

Since we are all composed of so many interests, can you now see why it is so important for you to get them out in the open, screen out the least important ones, and find patterns? Finding an interest and skill pattern will narrow the vastness of a decision like, "What will I be when I grow up?"

**Doctor, Lawyer, Indian Chief?** You have kept your personal profile. You have an idea what you like most. To further help you, there is a reference book right in your public library called the *Dictionary of Occupational Titles*. Volume I, *Definition of Titles*, describes alphabetically over 40,000 different kinds of jobs and their duties. The contents of the book can be very helpful to you now and
later on. You may be or become skilled at something that has a
fancy title you don't even know about!

Let's say you want to be a farmer. "Farmer" is a broad
term. By referring to the Definition of Titles, you can find "farmer,"
but you can also find out what specific kinds of farmers exist. Here
is a sample entry:

Chicken Fancier (agric.) A FARMER, Poultry.
Breeds, hatches, and raises less common varieties of
chickens, such as Cochins, Cornish, or Sumatras, for sale
or for show purposes.

Now you have narrowed "farmer" to a particular kind. It is easier to
find a job if you narrow your main titles a bit. Many entries in
Definition of Titles describe, in detail, the duties of the job. Let us
say that your profile reveals that you love to plant things, have a
"green thumb," have had very good luck tending trees, and like to
help others:

Tree Surgeon (profess.) tree doctor. Preserves diseased
and decaying trees. Saws off dead limbs. Treats rotted areas
by scraping dead and decayed wood out of cavities and fills
with cement (etc.).

In the Dictionary you have found an interesting job that fits your
interests. You can also be a "tree diagnostician" if you want to
analyze the findings of the tree surgeon and recommend treatment for
the ailing trees; you can be even more specialized by being a "tree
budder" or a "tree pruner."

The Definition of Titles makes interesting and informative
reading as well. You can learn the processes of making just about
any product or doing just about any skill, just by leafing through the
book. You would be surprised at the vast number of jobs. The
dictionary is constantly being revised since jobs die out or new titles
replace old ones.


What are you like? Another part of your personal profile diary could include an honest appraisal of your personality. Ask yourself and others such questions about you as: How do you get along with others? Do you like to talk? Like to be in groups? alone? Are you organized? responsible? aggressive? creative? independent? Do you take criticism well? Whom do you admire most? Why? Think of other personality-oriented questions you could ask.

Investigating what type of person you are can predict the caliber of work you will do and can even help determine what type of job you would like to do. An accountant, for example, does not demand the close association with people that a receptionist does. Some people's personalities are conducive to the environment of an accountant, some to the receptionist's. It pays, then, to know your shortcomings and strengths in order to be running in the right selection.

Some jobs require certain tests which can help you and the employer judge your suitability for a certain type of work. These tests are not like those in school. Every answer is correct, for you, and each one helps to reveal a pattern of interests or capabilities. You should always answer honestly so that the results will be accurate.
You do not have to wait to be in an employer's office to take these tests. Why not, for example, voluntarily take advantage of the free aptitude tests offered at your state employment referral service? An aptitude test measures your ability at something. You may, for example, show from the test, a high aptitude for math and a low aptitude for verbal skills. Therefore, you would probably be less suited as a news reporter than as an accountant. A vocational counselor can look at your test results and offer you a list of jobs you might enjoy, based on the results.

Another type of test is a personality test. It doesn't measure aptitude as much as it does the type of person you are. There are many types of personality tests. Listed below are sample questions from one type of personality test. You are to put an "M" for which of each three choices you would like most and an "L" for the least:

1. Repair watches
   Design watches
   Sell watches

2. Draw a picture of a bird
   Build a birdhouse
   Write a story about a bird

3. Go to a cattle farm
   Go to a magazine office
   Go to a car factory

4. Teach biology
   Teach pottery
   Teach tennis

5. Work in an office
   Work on a farm
   Work in a lab
Compare answers with your classmates. Are your interests different? Go back to your answers now if you did not mark any of the three because you do not know how to do the skill. Pretend you have to make a choice and that you know how to do each item. That way, an analysis can gauge what you would do, not what you can; what you would do tells much about your personality; what you can do measures your aptitude. A psychologist would analyze the results of your test by finding patterns of personality type. If you like to repair watches and build birdhouses, you seem to be the type of person who likes to work with details, to create things with your hands, to fix things. A skilled psychologist can detect intricate patterns.

Think of other personality test choices; try them out on your classmates.

An excerpt from an actual industrial psychologist's overall analysis of an applicant for "administrative assistant" in an optometrist's office is given below:

In her value system, she accents achievement, goal orientation, and orderliness. It is important to her that she work on difficult problems, that she have a challenging job to tackle . . . She wants a target, to direct her efforts toward clear-cut objectives. She likes to do things according to a schedule and follow a systematic approach . . . She scores high in responsibility. She keeps at duties until they are completed. She is generally thorough . . . She is a little too defensive. She has too strong a need to prove herself. She is a work horse. She has a great amount of energy . . .

An overall analysis sounds much like a horoscope reading, but it is tailored specifically to a person as an individual; it is based upon many types of tests and after talking to the candidate. Would you hire the woman being described in the analysis? Why or why not?
Hopefully, you have a closer view of yourself now. You know that many jobs exist and that you need to detect your main interests and capabilities so you can narrow your job objective. Remember to keep your personal profile diary current; your interests will change and your experience will broaden. You'll want to show these alterations.

Throw Your Hat Into the Ring

Since you are running for selection, you will need to let your voters, the employers, know it, so that they will arrange your public appearances, or interviews. First, of course, an opening must exist. Check the want ads. Ask friends and relatives. Call places. Walk to places. Write to places. Inquire! Throw your hat into the ring! People will hear that you are in the running. Sometimes, even if there is no opening in a company, one can be made for you, especially if you know what you want, what your title is, and what benefits you can offer the organization.

Find out about the job before you do anything else. In this way, you can avoid wasting both your time and the company's by finding out whether the company is for you. Do you know anyone who has worked there? Ask him about the position. Get brochures about the company. Call the Better Business Bureau for the company's reputation. What education do you need to work there? Age limits? What would your duties be? the salary? fringe benefits? opportunities for promotion? Will you be asked to join a union? to buy a uniform? to use your own car? Think of other questions you might ask about a company. An employer will be impressed with your knowledge and interest in his company. Any question that you have
for which you cannot find answers, ask him during the interview. You have the right to know.

You are almost ready to get involved in the heat of the race. Remember, others are running in the selection, too; the competition is stiff, so be one step ahead of everyone else.

The Independent Ticket. When you're on the independent ticket in a selection, you are involved in the job campaign without the backing of a party (an employment referral service). You are going it alone, with no middleman. You'll first need to advertise you are in the running. Get your "campaign fliers" circulated:

A. The phone call: Calling for an interview is courteous. You can tell the employer you know of an opening, ask about its qualifications, and tell him your qualifications, and ask for an interview. Both of you can estimate if an interview is in order.

B. The application letter: Any business letter is more impressive if it is neatly typed. The letter should be direct and concise. A busy interviewer might discard your application letter if it is messy or is poorly constructed grammatically. Messy writing may mean messy work; his company can't afford risking irresponsibility in its employees, so take your time and be accurate. A guide letter is supplied for you as follows:
Mr. R. D. Smith  
Small Fry Shoe Store  
541 Lanson Avenue  
Los Angeles, California 91404  

Dear Mr. Smith:

I would like to apply for the position of salesman which you advertised in the Los Angeles Times April 9th.

I have had five years experience in selling and feel I have been a reliable and dependable worker. I won "Best Salesman of 1968" at Acme Shoe Salon in Pasadena. In addition, I have had business courses in marketing at U. C. L. A.

If the references I have listed on the enclosed resume are contacted, I believe you will find I have ability and that I treat my customers fairly.

If you wish to contact me, please call 551-2344 any evening. I hope we can arrange an interview at your convenience.

Sincerely,

(Signature)  
John Lawnsr

C. The resume: An interviewer can, at a glance, estimate your ability from your application letter, but if you attach a resume, or personal data sheet, to the letter, you can help him to catalogue your experience, education, references, and job objectives. Not every position requires a resume, but it is often the little "extras" that win a selection.

Your personal profile diary can help you write your resume. Not only have you kept your personal and job interests there, but you have kept a current account of work you have done and your educational experience, as well as a list of references who will vouch for you.
Mr. Art Coyne, personnel manager for Lockheed Aircraft in Burbank, California, selected the resume as the most important determining factor in whether an applicant gets an interview. He suggests you try to limit the resume to one page and save extensive details for the interview. If you have a great deal of experience, emphasize the last three or four years of experience. Portions of a sample resume are given below. Naturally, you design a resume to display your own personal experience and talents, and you gear it to the job for which you are applying, giving special emphasis to experience or interests that have something in common with the work you will be doing.

John Lawnser
12 Dickens Street
Hobart, California 91405

April 10, 1974
Social Security Number: 412-67-2233

Employment Objective: Salesman

Work History

April, 1971 to Present
Firm: Love's Luggage
11 Sorton
Van Nuys, California

Duties: Sell luggage, order new styles, count cash at end of day, take care of newspaper advertising, work cash register.

Reason for desire to leave: Enjoy selling shoes and have more experience at doing so.

John continues his work experience in inverted chronological order. Then he lists his education. He lists high school, college, special training, including dates and degrees. He can also include favorite courses or his grade point average, or he can list courses that apply to the job he is seeking. He can list extracurricular activities and interests. The last section in his resume is his list of references.
D. References: An important part of the resume is the list of personal references, your supporters. Always ask permission before using a reference. Select people who know you well—your character, work habits, academic ability, credit rating. Don't ask a best friend or a relative since they are likely to seem too biased to an employer. References are usually checked by interviewers, especially if they are interested in you after reading your resume or are considering you for the job. The interviewer will ask the references questions about what you did, how you performed, how you got along with others, and if the references think you'll fit his company's needs.

You'll notice that personal information like height, weight, and age are excluded from the resume. You may include them if you wish but information of that kind can be listed on an application blank.

E. Application form: Another preparatory step before an interview can be arranged is filling out the application form. Some companies require a resume and application form. The application form is either filled out in an office or at home. An interviewer will usually review it before the interview takes place so that he can arrange questions to ask you, based on the form. Research shows that an application blank is a very important determinant in selection decisions. If it is messy, incomplete, or dishonest, you can be rejected. Each application blank is individual to a particular company, but most include questions on your experience, education, health, and crime record. Some interviewers prefer an application to a resume so they can quickly find specific information in which they are interested and ignore less pertinent information until later.
By law, companies are not supposed to require pictures of applicants, but you can voluntarily send one. It is best to send a portrait picture, like the ones in your yearbook. You want to present a business-like, conservative appearance. Show your flair for fashion and figure later when you know what your employer expects. For practice, collect application forms from local firms. What questions are asked? Why?

The Party Ticket. You may not wish to go to an interview cold. You may not want to search the want-ads and job-hunt on your own. If so, you can rely on public or private employment referral services to help you. Their job is to screen you for specific job orders which employers have sent in. If you seem to be qualified, you'll be sent to the employer for the interview. Instead of sending a resume as you did on the independent ticket, you can take it with you. You'll help the referral representative to help you by coming with your personal profile diary in hand or head. Show the representative the same enthusiasm and assuredness you would show the employer. After all, the representative knows which of the job orders are the pick of the litter! Motivate your referral representative to guide you to the best possible job offering. Some services charge a fee, usually a percentage of your first month's check, or your employer pays the fee, or the service is free.

A. Private Agencies--Pick one with a good reputation. Talk to people who have used the service or call the Better Business Bureau to check. Call the agency first and ask questions about it, such as the types of jobs it refers and if a fee is charged. After you go for an interview, you usually check back with the agency. It will
continue seeking a job for you until you get one. Before you sign a contract, show it to your parents or a lawyer.

B. State Employment Service--The state employment service offers job searching services, vocational guidance, and training opportunities. Employers from all fields call each morning with job offers. Mrs. Lori Clow, an interviewer at the California Employment Service, gave the following information about the free service:

An applicant first visits our Job Information Center, which lists available jobs, requirements, hours, and salaries. Only our interviewers have the addresses and will refer applicants to actual interviews with employers if they qualify. The applicant then speaks with an interviewer who uses an electric viewer to quickly find a job that fits the applicant's needs and skills. The jobs are listed by code number, according to the Dictionary of Occupational Titles.

Time For Your Public Appearances

You have built a strong job campaign. You know yourself and your capabilities. You have spread the word that you are running. In short, you have worked hard to be on the winning ticket. It is time to make your public appearances. You know that when you leave, voting will take place. You know that all the work you have done so far has strengthened you for and led you to the voting booth, or the employer's office.

Your appearance. Before you leave for an interview, check your outward appearance. Are you clean, neatly and conservatively dressed, well-rested, composed? Naturally, the way you dress depends on the kind of work you do, but the overall impression does affect an interviewer, no matter what job you are seeking, so avoid being sloppy. Did you know that research has found that interviewers
look for weaknesses more than strengths in an applicant? They want the proper person for the job, so they almost dare you to meet their needs. This information is not divulged to scare you or to make you think interviewers are sadistic ogres, but to emphasize the importance of your doing all you can to shine! Make your good points so prominent that your weaknesses will stand defeated in the interviewer's mind.

The first impressions are hard to change. Interviewers are busy. Tardiness imposes upon them. Be early. Punctuality is part of the "appearance" you make. Watch tardiness in school, by the way. The interviewer may check your school tardies. Late to school, late to work?

Don't forget to remember, or what to bring. There are some essential items to bring with you to an interview. If you haven't gotten a social security card yet, your employer will advise you to do so; it is your work identity number and you will use the same number throughout your career. "Bring anything to the interview that will represent a graphic demonstration of what you have done in the past and are capable of doing now," says Mr. Art Coyne of Lockheed Aircraft. Bring any certificates you hold, honors you've won, projects you've done, samples of your work (such as typing, artwork) that will "prove" your qualifications. Seeing is believing.

One thing not to bring with you is a morale booster, alias your mother, friend, et cetera. Show your assuredness by coming alone!
What is the interviewer going to ask you? An interviewer's job is to question you. He isn't prying; he's delving. That is, he is trying to develop an accurate appraisal of you by your answers and attitude. He has gotten the impressions of you through your phone call, application letter, resume, et cetera, but now you are face-to-face. He has probably planned questions. You have planned questions and answers. Both of you will adapt your language, attitudes, and personalities to the other as the interview unfolds. You will be interacting.

You are not the only applicant he has to interview. Remember that. There are many candidates. You want to have priority over other applicants when he is making selection decisions.

What are some questions he might ask and some ways of answering him? Naturally, what he asks you is somewhat job-related. Generally, however, he'll ask why you left your last job, what problems you had on the job, what you liked or didn't like about it, why you want this job, your plans for the future. He may ask questions from your resume, application blank, or based upon an answer you have just given. He may ask you a hypothetical question--a what-would-you-do-if question about the job. While you are talking, the employer will be making mental notes about you, such as whether you will be an asset to his company, whether you'll learn well, and how well you will fit in with co-workers.

When you answer, be straightforward, concise, and enthusiastic. Don't just answer with a yes-no response; expound on each point you make. Have good eye contact with the employer. Don't make campaign promises; be honest about yourself, but don't be
afraid to show you are qualified, without boasting. Listed below are some sample questions and responses:

1. Why did you leave your last job?
   
   Poor response: I didn't like it.
   
   Good response: I didn't like the work because it was not challenging. I need work, like sales work, where I come in contact with people.

2. What would you say is your best attribute as a worker?
   
   Poor response: Well, I don't want to appear to brag, but I think my customers liked me.
   
   Good response: My ability to honestly tell a customer if one of our items becomes her. Some salesmen tell a customer that something looks good when it doesn't; rather than that, I find something else in the store that does look good. It takes a little more effort, but customers come back that way.

Did You Win?

After an interview, you might want to reinforce the good impression you made on your voters and supporters. You can't stay in the waiting room forever to find out whether you've won, so go home, jot in your personal profile diary how the interview went, and take a deep breath. You've worked hard. But there is one more nice gesture which may help you win. Interviewers don't require follow-up letters and calls, but they don't shun them, either. You could write a letter like this:
Dear Mr. Smith:

I was interviewed by you on April 18th for a position as salesman. Thank you for your courtesy and interest. I was impressed with the colorful shoe display in the window of your store. I have decorated windows in the past and think I might have some clever ideas for yours.

I feel your store fits my needs and I feel I can be of benefit to you. I hope to hear from you soon.

Sincerely,

(Signature)
John Lawnser

Notice that the letter mentions a personal aspect of the interview. It also mentions the date of the interview and the position for which John was applying. You might want to write notes to your personal references. They did help you and you may need their support again sometime.

When the votes are in, if you don't win, don't be too hard on yourself. Winning takes experience, practice, and even some luck. You have now had practice with the tools of a strong job campaign. Look them over and decide where you could strengthen them.

If you do win the selection, pat yourself on the back for a job well done. A well-planned, systematic job campaign paid off for you. Don't throw away your job campaign materials. You may be off on another campaign if you have to move or your interests lead you in
other directions. Now, go plan your acceptance speech for this campaign!

Follow-up Practice

Perhaps you have followed the instructions in this chapter and have actually undergone an interview experience. If not, however, a simulated interview might benefit you. As a class, send your resumes to local businessmen after you have gotten their permission to help you. Ask them to correct the resumes and visit your classroom to talk about them. Before they come, find out about their companies so you can ask questions when they arrive. Some of the class members can be interviewed by the businessmen. They should come dressed for an actual interview, bring appropriate materials, and conduct themselves during the interview as they would in a real situation. Ask the businessmen to talk to you about the role-playing interviews. The interviewees who took part in the simulation should compose thank-you notes to the businessmen and send them to their offices. Perhaps they will send comments on the letters to you. The rest of the class can compose thank-you notes to fictitious references.

The rating sheet. You may wish to use the following rating sheet during the simulated interviews and then take part in the discussion of the simulations with the businessmen. Add items to the list if you want.

Job Title ____________________________

Interviewer _________________________

Applicant __________________________
<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appearance</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Composure</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eye Contact</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Knowledge of self</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Knowledge of job</td>
<td></td>
<td></td>
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<td>Other comments:</td>
<td></td>
<td></td>
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</tbody>
</table>

Bibliography


How to get and hold the right job (DE6067 Rev. 4). State of California Human Resources Development Department, 1971.


Summary of Prototype

The prototype chapter on the job interview represents a systematic, step-by-step guide for teachers and students to follow in planning and participating in a job campaign. The entire chapter is devoted to the job interview. Only three of the ten textbooks used in the present project do so, and none of the three books are as instructive or realistic as the prototype. Many of the textbooks analyzed in the present project approach their chapters with injunctive headings, followed by brief exposition of each. In addition, at the end of nine of the ten textbooks, chapter exercises were provided for student practice.

The prototype chapter places heavy emphasis upon pre-interview preparation, selected as important by the personnel jury and textbooks used in the project. The textbooks, for the most part, suggest an applicant (student) self-appraise himself, but the necessary discussion and examples of how to do so are omitted from the textbooks. A majority of the practice exercises are embedded into the text of the prototype chapter, rather than grouped at the end of the chapter. By embedding the exercises into the text of the prototype, students can attempt the exercises while the principles which were introduced remain vivid in their minds.
The consistent analogy in the prototype of a student (applicant) seeking a job to a candidate seeking an office was intended to motivate the students. Simply listing all-inclusive injunctions, given by invisible authority, to students, as the textbooks in the present project do, does not seem as motivating as involving students actively in a "campaign" where the end result can be winning a job of their choice. No other chapter analyzed in the study takes this approach. The present investigator further sought to erase the invisible authority in the textbook chapters by supplying testimony from actual personnel directors in the prototype. Only one textbook chapter analyzed in the project quotes a personnel interviewer directly.

The textbooks reviewed, for the most part, failed to exemplify the suggestions they made with solid samples. A few texts gave sample resumes, but the resumes were mostly geared to the limited work experiences of a high school student. The prototype chapter gives both immediate and long-range focus. The prototype chapter provides sample letters of application, resumes, thank-you notes, sample questions from personality and aptitude tests, and an excerpt from an industrial psychologist's analysis of a job candidate.

Another omission from the textbooks reviewed, which is included in the prototype, was a detailed discussion of employment referral services. Both the jury and the related literature reviewed in the project emphasized the importance of that information.

The prototype supplies instruction on compiling a self-appraisal form which includes a student's interests, abilities, education, and work experience to better help him select a suitable job.
Information is supplied about the Dictionary of Occupational Titles so that a student can become familiar with the vast number of job types available. The related literature and the jury members expressed a need for more assured, introspective applicants who had specific job goals in mind rather than applicants who applied hit-or-miss and were uncertain what they wanted.

The prototype chapter expands areas that the textbooks lightly mentioned, but which the personnel interviewers emphasized. For example, textbooks suggested a student prepare questions about a job, but the texts infrequently or briefly tell what kind of questions. The prototype answers this. The textbooks suggest role-playing activities as practical experience before a real interview. They suggest a businessman come to the classroom, but they go little further in the methodical explanation of role-playing. The prototype supplies the entire role-playing procedure, from asking the businessman to class to the rating sheet to use in evaluating the simulated experience.

The highly ranked content items emphasized in the related literature, the textbooks, and by the jury are given appropriate emphasis in the prototype chapter. An applicant's appearance, experience, application form, personal references, and personality are given special attention. Nonverbal cues, like eye contact, and the writing of a thank-you note are mentioned, but since the project data did not specify these items as essential ingredients in a positive selection, they are mentioned with secondary emphasis.

The prototype chapter is intended to be a guide for students and teachers. It is not a series of demands, but of informed
suggestions. Every kind of letter, test, and question mentioned is augmented with samples. Information about preparing for and participating in the job interview is compiled in the prototype under the assumption that students will be more likely to use it if it is consolidated into one resource available to them. Exposure to and use of the compiled information in the prototype might prove more beneficial to students studying the job interview than is available in the textbook descriptions analyzed in the present project.
Chapter 5

Summary, Conclusions, and Recommendations

Summary

The present investigator felt that a more functional up-to-date, and systematic chapter on the job interview needed to be devised. Not only did she find speech textbook descriptions to be limited, but personnel interviewers expressed a need for more confident applicants and more emphasis on self-appraisal in instructing students how to prepare for an interview.

As a basis for the improved chapter, the content in ten speech textbook descriptions of the job interview was compared with the rankings of interview items by five personnel interviewers. Those items receiving the most consistent emphasis were outward appearance and work experience. The resume was given a high ranking by those jurors who require one. Personal references were ranked disproportionately, with the interviewers emphasizing their significance and textbooks deemphasizing their importance. The application blank was considered very important by the interviewers and by the experimental studies in the related literature, but relatively unimportant in the textbooks.

Role-playing and self-appraisal activities were specified as practical exercises for students to try prior to an actual interview. The personnel interviewers pointed out that more emphasis is necessary in instructing students about the principles of the job interview on pre-interview preparation, such as finding out about the job before
the interview.

The textbook chapters were, in format, set up in a series of injunctive headings, followed by brief explanations. Exercises were supplied collectively at the ends of chapters. Jury members favored the checklist approach, but they felt that supplying extensive explanation and examples was necessary. Some samples of suggestions were given, such as resumes, but they were often focused toward high school jobs and limited high school student work experience. The chapters were from 1.5 to 9 pages long, and three of the ten chapters spent whole chapters on the job interview. None of the three was as long or as supplemented as the prototype chapter, which was written to complete the project intention.

The prototype chapter was devised, based upon the related literature, textbook content, and personnel jury findings. The prototype is arranged as a functional workshop, giving step-by-step informed suggestions, rather than demands. Exercises, such as appraisal practices, are embedded into the chapter, rather than given in a group at the end of the prototype. Each suggestion or activity in the prototype is augmented with samples for students to use as models. The prototype includes direct quotes from personnel interviewers; only one textbook analyzed in the project included this method of reaching the students, and other textbooks analyzed maintained an invisible authoritative voice. The material in the prototype is geared to both career and temporary job-seeking. The prototype chapter represents a consolidation of dispersed information on the job interview into one practical resource for students to use in job searching.
Conclusions

By reviewing the literature, the investigator found that material on the job interview is scattered in many sources and a consolidated presentation of the information seemed necessary. Students would be likely to use the resource if it were a compiled representation of current information on the job interview.

Textbooks seemed deficient in exposition on suggestions made in the chapters on the job interview. Few samples or procedural instructions were given of such important interview devices as the resume, references, the application form, testing, employment services, and, above all, self-appraisal activities.

The jury of personnel interviewers used in the project was small, but from the remarks made and from noting the vast omissions of crucial preparatory material from high school speech textbooks, the present investigator concluded that the prototype chapter was necessary and hoped that her efforts represented a more practical, superior, consolidated chapter than is presently available in the high school speech classroom.

The fact that one textbook analyzed in the project has been revised, but that, after sixteen years, no changes were made in the chapter on the job interview, concerned the investigator. The textbooks analyzed in the present project do not reflect the constant changes in the needs and demands of the competitive job market. The investigator concluded that the textbook descriptions of the job interview analyzed in the project are out-dated; there is a need for revision, specificity, modification, and addition to the material in the textbooks. It is hoped that the prototype chapter meets that need.
Finally, the present investigator realizes that while the prototype is more extensive and all-encompassing than the analyzed textbook chapters, a publisher might not feasibly or willingly be able to publish it in a speech textbook because of other curriculum demands.

Recommendations

The following recommendations for future research are suggested:

1. Test the validity and usefulness of the prototype devised in the present project in a classroom.

2. Convert the prototype chapter into a pamphlet to supplement a speech textbook so that a student can retain the tool for use throughout his career.

3. Test the benefits or disadvantages of teaching the job interview in the classroom.

4. Investigate which jobs consistently use the interview as an evaluation device and which do not.

5. Analyze the suitability of including a unit on the job interview in the speech class; the business class; the English class.
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REFERENCES

Books and Periodicals


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Favel, W. Your career. Senior Scholastic, 1957, 70, 15-45.


Jones, B. T. Seven point program for improving the interview. Administrative Management, 1964, 25, 44-5.


Van Zandt, E. Senior Scholastic, 1961, 78, 14-19.

Textbooks


Pamphlets


### APPENDIX A

**Publishers Contacted for Speech Textbooks**

<table>
<thead>
<tr>
<th>Used in Study</th>
<th>No Chapter on Job Interview</th>
<th>Chapter on Interview But Not Job Interview</th>
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<tbody>
<tr>
<td>Allyn &amp; Bacon</td>
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<td>Noble and Noble</td>
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<td>Scott, Foresman</td>
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<td>Harper &amp; Row</td>
<td>McDougal, Little</td>
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<td>Lippincott</td>
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<td>Lyons &amp; Carnahan</td>
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<td>Macmillan</td>
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<tr>
<td>McGraw-Hill</td>
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</table>
# APPENDIX B

Textbooks Used in Los Angeles County

<table>
<thead>
<tr>
<th>School District</th>
<th>Textbook(s)</th>
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<tbody>
<tr>
<td>Glendale</td>
<td>Art of Speaking, Modern Speech</td>
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<tr>
<td>Lynwood</td>
<td>New American Speech</td>
</tr>
<tr>
<td>Norwalk-La Mirada</td>
<td>Speak Up, From Thought to Speech, Speech For You</td>
</tr>
<tr>
<td>Alhambra</td>
<td>Modern Speech</td>
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<td>Los Angeles</td>
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<td>Modern Speech</td>
</tr>
<tr>
<td>Burbank</td>
<td>Modern Speech, New American Speech</td>
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</table>
APPENDIX C

Abbreviated Text of Interviewer Jury

Responses to Questions

1. **Describe a typical interview in your office.**

   **A. Industrial:** Lockheed Aircraft Company, Art Coyne

   Our interviews usually last thirty minutes. The first portion of the interview is the lead-in, where pleasantries are shared. Then I secure information about the applicant to make an evaluation, having carefully looked over his resume before the interview began. I then allow him to ask any questions he has about our company. He can also "sell" himself then. He should bring with him anything that might represent a graphic demonstration of what he has done in the past and is capable of doing now.

   **B. Sales:** Sears and Roebuck Company, Frances Segal

   An applicant is given the application form and health history form. If he has three years experience, he is asked to fill out information about his experience on the back of the application. If he has no experience, he should list three personal references, which we later check. He is given a math and language test, asked hours of availability and if he has transportation.

   **C. Medical:** Dr. Irving Filderman

   I find out if an applicant knows about the position. If not, I tell her about it, finding out if her schedule is flexible to meet the changing needs of our office. I try to find out what she is seeking, such as salary. I find out why she left her last job and I often give her a hypothetical situation that might happen in our office and see what she would do. I try especially to gauge her personality, appearance, and how she uses the English language. I determine whether she is postured for our set up. If I find the applicant favorable, I send her to an industrial psychologist for aptitude and personality testing. The results of this testing helps me to determine her suitability for the job before hiring her. She does not see the results of the test.
APPENDIX C
(Continued)

D. Governmental Referral Service: California Human Resources Development Department, Lori Clow

For our office, an applicant fills out an application form after visiting the Job Information Center to see which jobs are available. He meets with one of our interviewers who uses a computerized viewer to find a job that fits his needs. The jobs are listed by code number, according to the Dictionary of Occupational Titles, which lists over 40,000 job descriptions. We especially emphasize an applicant's skills, since employers send us exact qualifications for jobs. If an applicant seems qualified, we send him to the employer for interviewing. We often give the applicant pamphlets to help prepare him for the interview with the employer.

E. Private Referral Service: Nancy Nolan Employment Agency, Alyce White

Our jobs are 90% clerical. The employer pays the fee; therefore, we must give him something for his money. The primary reason an employer calls us is for us to check an applicant's record, her skills, but above all else, our goal is to evaluate the applicant, herself. During the interview, we look at the application blank first. We check her name and immediately go to her skills and education, experience. We look most for her longevity. Can an applicant stay at a job? An employer wants an applicant with longevity. Then we determine an applicant's personality, whether she is more suited for a receptionist's job, where she meets the public, or one for a more introverted person who would be uneasy with public contact. Appearance is highly important. First impressions govern 50% of our evaluations. An employer wants an applicant who will be an image of his company. Finally, we give our applicant advice for the interview with the employer, especially emphasizing that she dress conservatively.

2. What do you look for most in an applicant?

A. Industrial

A carefully filled out resume, one page long, listing, especially the past three years.

B. Sales

Appearance and availability of hours, transportation to work.
Personality. Someone who knows herself well, knows her abilities. A secure person, someone postured for our set up.

D. Governmental Referral Service

For us, skills are most important, since we are a job search service, but for the actual interview, we advise an applicant to carefully fill out the application form or resume, have a conservative appearance, and be polite.

E. Private Referral Service

The right qualifications and a nice appearance. So many girls come in here slovenly, even in rollers. They should dress conservatively, no gum chewing, and be honest. So many just lie!

3. What questions should an interviewee come prepared to answer and ask?

A. Industrial

We allow an applicant time to ask questions about who he'll be working for (his supervisor), his salary, work benefits. He should be prepared to answer questions about what he has done and what he liked and didn't like about the duties.

B. Sales

Most applicants ask about salary and what jobs are available. We ask them about their experience.

C. Medical

I am impressed when an applicant asks sound questions about her role in the office.

D. Governmental Referral Service

Again, for our office, we like them to ask all about the position so we can see if they fit. But for an interview with the employer, we advise them to prepare questions they will ask before the interview, such as any questions about the firm. We tell them to, in advance, prepare answers to such questions as why they left their last job. We tell them to answer thoughtfully and assuredly. We advise them to keep a job inventory list, listing past jobs and duties, salaries, to show if asked to.
APPENDIX C  
(Continued)

E. Private Referral Service

All interviewees should answer truthfully about her experience and job ambitions.

4. What approach would you use in writing a chapter on the job interview for high school students? What activities would you suggest they try for practice?

   A. Industrial

   I would suggest you tell students of the availability of free aptitude testing services, such as the Y. M. C. A. or H. R. D. Also, they can find out about job descriptions in the "Occupational Outlook Handbook" published by the Labor Department. They might fill out sample personal inventories on their interests and try to find out which jobs fit them. Show them how to fill out a resume. Tell them to appraise themselves, asking such questions as whether they work well under pressure, if they can take criticism well. Finally, tell them not to be too upset if they don't get a job. Have them list mistakes to help them later. As for activities for them to try, they could try an interview in class or fill out sample resumes.

   B. Sales

   You could give them a list of do's and don'ts, a checklist, mixed in with some examples of each. Activities could include having an interviewer come and talk to them and let them be interviewed by him.

   C. Medical

   A checklist is important, but be sure to explain each suggestion. Also include in your chapter how to write a resume, but especially emphasize in your chapter how to project personality. Who are they? They should take the time to objectively review themselves and what they are seeking, to understand their drives. Is the job they are applying for within the framework of what they want? You could include a sample industrial psychology test. Have them write some sample resumes and send them to a businessman to check. Have them act out an interview in class and then have a discussion afterwards.
D. Governmental Referral Service

I think you should definitely inform them that our service exists. We do not only offer job searching services, but have vocational guidance and training opportunities. We refer people to part-time, apprenticeship, industrial, professional, clerical, service, sales jobs. We are state-supported, so why not use their tax dollars? Tell them to visit our Job Information Center, which lists available jobs, requirements, hours, and salaries. Only our interviewers have the addresses and will refer them to actual interviews with employers if they qualify. Tell them to get familiar with the child labor laws and the minimum wages. They might want to read over some of our pamphlets to help them prepare for interviews with employers. Show them how to write a resume. Remind them to always address a resume to a specific person and include a covering letter with it, outlining what job he is interested in and his main qualifications. For activities in class, you might want him to take a field trip here, to get hold of a copy of the Dictionary of Occupational Titles and list some he'd be interested in, fill out application forms and resumes and try out a fake interview in class.

E. Private Referral Service

You could list suggestions, but describe them in story form so they don't get too bossy. They shouldn't feel rejected if they don't get a job, but learn from the experience. If they want to increase a good impression, they can write or call soon after an interview. In class-activities might include trying out an interview without any rehearsal but with the checklist nearby and they could interview a personnel manager to see what he looks for in an applicant.
APPENDIX D

Item Ranking Sheet for Personnel Jury

Please rank the following items for importance in an interview in your office. As you mark the ranking, you will be asked to discuss your choices.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Interview Item</th>
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<td>Appearance</td>
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<td>Personality</td>
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<td>3</td>
<td>Language, Speech, Grammar</td>
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<td>4</td>
<td>Application Form</td>
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<td>5</td>
<td>References</td>
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<td>6</td>
<td>Training and Experience</td>
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<td>Resume</td>
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<td>8</td>
<td>Education</td>
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<td>9</td>
<td>Punctuality</td>
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<tr>
<td>10</td>
<td>Thank-you Note</td>
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<tr>
<td>11</td>
<td>How Respond and Behave</td>
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<td>12</td>
<td>Nonverbal Cues</td>
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