

THE UNIVERSITY OF MANITOBA
TEACHING JOB SEEKING SKILLS
TO HIGH SCHOOL STUDENTS:
TRADITIONAL AND BEHAVIORAL METHODS COMPARED

BY

JOHN R. WALKER

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ABSTRACT

Obtaining suitable employment is a serious problem for many young people. In spite of the importance of this issue very little research has been published on teaching the actual skills needed to find employment. The present study compared traditional and behavioral methods of teaching job seeking skills. The traditional approach involved communicating information to students by the use of lectures, discussions, and written and audiovisual materials. The behavioral approach involved most of the features of the traditional approach but in addition, emphasized practice in the use of a variety of job seeking techniques. Specific instructions, modeling, behavioral rehearsal, shaping, and reinforcement were used to teach skills in completing job applications, participating in job interviews, making inquiries with friends and employers, and in using several other job seeking techniques.

Eighty-one students in a parochial high school participated in either the behavioral program, the traditional program, or a control program that did not involve job seeking skills. When the nine small groups completed the seven hour programs students were compared in their performance in standard job applications and job interviews

and in subsequent employment experience. Differences among the groups were found only in job interview performance. Experienced interviewers rated students in the traditional and behavioral programs as being more likely to obtain employment and as being higher in attentiveness and grooming than students in the control condition. Students in the traditional program obtained higher ratings of their statement of qualifications than students in the behavioral program but there was no significant difference between these programs in interviewer's employment rating. Objective measures of interview performance revealed that the largest difference among the groups was on the social behavior dimension with students in the behavioral program more frequently introducing themselves, shaking hands, mentioning the interviewer's name, and finishing the interview with a call back ending. Students in the behavioral program also differed from students in the traditional program in having a relatively longer duration of gaze.

At least a modest relationship was found between the objective measures and the interviewer's employment rating and it was suggested that in future both types of measures should be used. Students at the parochial school involved in this study were quite strong academically and quite successful in obtaining employment and it would be of interest in future to evaluate these programs with a more disadvantaged population. In addition, more time should be

devoted to the job seeking skills program than the approximately seven hours in this study and a more comprehensive component on completing job application forms is needed.

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TABLE OF CONTENTS

ABSTRACT	ii
ACKNOWLEDGEMENTS	v
CONTENTS	viii
TABLES	xi

page

CHAPTER I	1
Introduction	1
The Selection Process	3
Improving Employment Prospects of Disadvantaged Individuals	10
Studies Which Evaluated Subsequent Employment	24
Studies in Educational Settings	28
Effective Job Search Techniques	31
The Present Study	35
CHAPTER II	39
Method	39
Subjects	39
Group Leaders	39
Instructional Approaches	40
Behavioral group	40
Traditional group	42
Control group	43
Research Design	45
Introducing the Program to Students	45
Dependent Measures	48
Standard job application	48
Job interview	50
Follow up measures	53
Student satisfaction	54
Manipulation Check	54
CHAPTER III	58
Results	58
Interobserver Agreement	58
Job application measures	59
Job interview measures	60

Demographic and Matching Variables	64
Job Application Measures	68
Job Interview Measures	74
Interviewer ratings	74
Self ratings	84
Objective measures	88
Interview social behaviors	98
Observer ratings	107
Relationship between objective measures and interviewer's employment rating	112
Student Satisfaction	117
Follow Up Measures	118
Students seeking summer employment	121
Follow up of all students	126
Successful job seeking techniques	130
CHAPTER IV	132
Discussion	132
Job Interview Objective Measures	134
Other content measures	136
Relationship between objective measures and employment rating	137
Job Application Measures	138
Follow Up Measures	140
Teacher Impressions	141
CHAPTER V	142
References	142
Reference Notes	142
References	142
Appendix	page
A. LEADER TRAINING MATERIALS	151
B. INSTRUCTIONAL FORMAT	152
C. JOB AVAILABILITY	175
D. RESUME FACT SHEET	177
E. MODEL RESUME	179
F. JOB INTERVIEW SCRIPTS	182
G. JOB INTERVIEW CHECKLIST	186
H. INTERVIEW PREPARATION SHEET	188

I.	POINTERS FOR THE JOB INTERVIEW	189
J.	SUCCESSFUL JOB SEEKING TECHNIQUES	191
K.	GUIDELINES FOR CONTACTS WITH EMPLOYERS	193
L.	GUIDELINES FOR CALL BACK CALLS	195
M.	SERVICES OF CANADA EMPLOYMENT CENTRES	196
N.	LETTER OF APPLICATION	197
O.	ASSIGNMENT OF MARKS (BEHAVIORAL GROUP)	198
P.	ASSIGNMENT OF MARKS (TRADITIONAL GROUP)	200
Q.	ASSIGNMENT OF MARKS (CONTROL GROUP)	201
R.	WHY EMPLOYERS REJECT APPLICANTS	202
S.	FREQUENTLY ASKED QUESTIONS	204
T.	CAREERS CANADA SERIES	206
U.	JOB APPLICATION SCORING KEY	207
V.	STANDARD JOB INTERVIEW FORMAT	215
W.	JOB INTERVIEW SCORING KEY	219
X.	EMPLOYMENT INTERVIEW SELF-RATING SCALE	227
Y.	INTERVIEW RATING SCALE	228
Z.	EMPLOYMENT QUESTIONNAIRE	230
AA.	FOLLOW UP ACTIVITIES	236
AB.	JOB SEEKING ACTIVITY QUESTIONNAIRE	237
AC.	SUMMER EMPLOYMENT QUESTIONNAIRE	243
AD.	STUDENT SATISFACTION SURVEY	246
AE.	STANDARD JOB APPLICATION	252
AF.	PRACTICE JOB APPLICATIONS	254

LIST OF TABLES

Table	page
1. Interobserver agreement on job application measures	61
2. Interobserver agreement on specific job interview measures	62
3. Interobserver agreement on summary job interview measures	66
4. ANOVA on demographic and matching variables for treatment groups and classes	67
5. Correlations among job application measures	70
6. Regression analysis with pretest measures as predictors of posttest job application measures .	71
7. Job application measures - Means for each group at pretest and posttest and following covariate adjustment	72
8. Job application measures - Covariate adjusted mean for each instructional group and class	75
9. Regression analysis with pretest measures as predictors of posttest interviewer ratings	79
10. Interviewer ratings - Means for each group at pretest and posttest and following covariate adjustment	80
11. Correlations among the interviewer ratings	81
12. Comparison of the control condition with the traditional/behavioral combination on interviewer ratings	82
13. Discriminant analysis and ANCOVA comparing the traditional approach with the behavioral approach on interviewer ratings	83
14. Comparison of the traditional and behavioral approaches on pretest self-ratings for class 2 .	86

15.	Regression analysis with pretest measures as predictors of interview self-ratings	87
16.	Interview self-ratings - Means for each group at pretest and posttest and following covariate adjustment	90
17.	Correlations among interview objective measures . . .	91
18.	Regression analysis with pretest measures as predictors of posttest objective interview measures	92
19.	Interview objective measures - Means for each group at pretest and posttest and following covariate adjustment	95
20.	Comparison of the control condition with the traditional / behavioral combination on interview objective measures	96
21.	Comparison of the traditional approach with the behavioral approach on interview objective measures	97
22.	Interview social behaviors - Means for each group at pretest and posttest and mean difference score	102
23.	Correlations among social behavior measures	103
24.	Interview social behaviors - Mean difference score for each instructional group and each class . .	104
25.	Comparison of control condition with traditional and behavioral groups combined on interview social behaviors	105
26.	Comparison of the control condition with the traditional / behavioral combination on interview objective measures	106
27.	Comparison of the traditional and behavioral approaches on pretest observer ratings	108
28.	Regression analysis with pretest measures as predictors of posttest observer ratings	110
29.	Interview observer ratings - Means for each group at pretest and posttest and following covariate adjustment	111
30.	Correlation between objective interview measures and interviewer rating of likelihood of employment	114

31.	Stepwise multiple regression analysis with interview objective measures as predictors of employment ratings	115
32.	Correlation between interview social behaviors and interviewer ratings of likelihood of employment	116
33.	Stepwise multiple regression analysis with interview social behaviors as predictors of employment ratings	119
34.	Student satisfaction ratings - Means for each group	120
35.	Job seeking status of students at each follow up period	123
36.	Job seeking activities in first time period for each group - Mean, standard deviation, and ANOVA . . .	124
37.	Employment status of followed students at end of period	125
38.	Employment status of total sample at end of period	128
39.	Comparisons among instructional groups on selected employment measures	129
40.	Successful job seeking techniques reported by students with summer jobs	131

CHAPTER I

Introduction

Finding suitable employment is an important task for almost every young person whether he or she is leaving the educational system to seek permanent employment or seeking employment to finance further education. Statistics indicate that this task is a formidable one. The Canada Labour Force Survey for the month of October, 1977 reported that the unemployment rate was 16.5% for individuals from 15 to 19 years of age and 5.1% for those 25 years and over (Statistics Canada, 1977). In general, the unemployment rate for persons 19 years and under has been found to be two and a half to three times higher than that for persons 25 years and over. This has been a consistent finding in recent years (1960, 1965, and 1970) both in times of high and of low unemployment (Statistics Canada, 1971). Unemployment rates have been found to be higher still for those young people who have completed fewer years of education (Statistics Canada, 1971).

In spite of the importance of employment for the young person, most of the work published in the field of vocational guidance has been restricted to career decision making and to informing students about preparation required

for various careers. Very little research has been published on teaching the actual skills needed to find employment. Teaching job seeking skills before the student leaves the educational system would seem to offer a number of potential advantages. At present, most of the services offered to help those with problems in obtaining employment require the individual to approach a public agency such as the local Canada Employment Centre. Many of those for whom the problem is most severe are likely to make little use of formal helping agencies. Programs offered within the educational system would have the advantage of reaching many more people. Special efforts could also be directed to those most in need of assistance. Programs which are provided before students enter the labour force can be more preventative in emphasis whereas many of the programs presently available deal with people after they have encountered employment problems.

In considering interventions to increase the job seeking skills and the employment prospects of young people a number of issues will be examined. First, research on the employee selection process will be reviewed briefly. This research has clear implications for the person who is seeking employment. Then, interventions designed to improve the employment prospects of disadvantaged individuals will be described. Particular emphasis will be placed on methods of evaluating such programs. Although most of the programs

that appear in the literature have been developed with populations other than high school students, it should not be difficult to adapt these approaches to this group. Following this, evidence on the success of various job seeking techniques will be examined. Finally, the present study will be described.

The Selection Process

In spite of questions about the validity of the selection interview in predicting future job performance (Mayfield, 1964, Schmitt, 1976, Wagner, 1949, Wright, 1969, and Ulrich and Trumbo, 1965) the employment interview remains the most widely used selection device in business and industry (Ulrich and Trumbo, 1965). Although most of the research on the selection interview has focused on biases in the decision making process and on increasing the reliability of the selection process (from the employer's point of view), there have been a number of studies which have important implications for the preparation of individuals to seek employment. Webster (1964) reported a series of studies carried out at McGill University on decision making in the employment interview. One of the most interesting studies in this series was carried out by Springbett (and was described in a briefer form in Springbett, 1958). Springbett was particularly interested in the effects of

three types of information considered by the interviewer: a completed application form, the appearance of the physically present applicant, and the interview itself. In the first study, Springbett varied the order of presentation of these materials in genuine employment interviews in industrial settings. Six pairs of interviewers from four companies (representing manufacturing, public utilities, transport, and retail sales) each interviewed eight applicants who were being seriously considered for specific jobs. The interviewers alternated between active interviewer and passive observer over the eight interviews. Each interviewer rated the application form and appearance and then made a final assessment upon completion of the interview. The interviewers made their ratings completely independently and the order in which the application form and appearance were rated was varied systematically with one interviewer rating appearance first and then the application and the other interviewer rating in the other order. Because this study involved real job interviews and real decisions it was not possible to control the amount or type of information made available in the interview itself. Results of this study will be considered after the description of another study in this series. In a second study, Springbett studied the decision making process in a more controlled situation in which it was possible to vary systematically the information given in a simulated selection situation. Twenty-seven

personnel officers from the Canadian Army were each asked to assess three candidates for an officer training program. The three candidates had previously been judged to be very good, average, or dubious in appearance. Three application forms and three personal histories were also prepared which could reasonably apply to each. These were previously judged by a chief army personnel officer to be typical of very good, average, or dubious applicants. A personal history read by the applicant was used instead of an interview in order to control the information presented. The personal history was designed to cover information normally sought in the interview. The "interviews" were carried out in such a way that all possible orders of information and degrees of favorableness of information were covered.

Springbett found that the results of the industrial study and the laboratory study were very consistent with each other. The first ratings (when reduced to accept/reject decisions) were significantly related to the final decision, whether the first rating was based on the application form, appearance, or personal history. Agreement between the first rating and the final rating occurred in 73% of the 177 cases. An initial rating of rejection (given in 29% of the cases) was more likely to be upheld than one of acceptance. It was also found that even one rating in the rejection range greatly increased the

likelihood that the applicant would be rejected. When the application form was rated first, it was found that this was in agreement with the final rating for 85% of the cases. The corresponding figures for appearance and personal history information were 76% and 59%. The rating of the application form, which is typically reviewed first in employment interview settings, seemed to have a strong influence on the final decision, particularly when it was considered first.

It was concluded from these studies that early impressions, based on the study of the completed application form and observations of the appearance of the applicant, play a dominant role in determining the final outcome of the employment interview. It was apparent that the selection process was predominantly a search for negative evidence. Even one unfavorable impression was followed by rejection in 90% of the cases. When decisions were changed during the selection process they were much more likely to be changed from accept to reject than from reject to accept.

Springbett (1958) suggested that this negative bias or set in applicant appraisal may be created and sustained by the system of rewards and punishments that mark the relationship of the employment department to the rest of an organization. The interviewer is quite likely to be criticized if unsuitable applicants are hired. Praise for hiring good applicants is likely to occur more rarely.

While it is true that rejecting a desirable applicant is also an error, neither the interviewer nor the company personnel are normally aware that this type of error has been made. This situation seems likely to produce a high sensitivity to negative evidence on the part of the interviewer, both with respect to the importance of detecting negative evidence and the weight attached to it in making decisions.

The importance of first impressions in the interview was also suggested by an earlier study carried out by Springbett and reported by Webster (1964). Eight senior personnel interviewers with six companies interviewed twenty applicants who were being given serious consideration for specific openings. The interviewers were asked to rate their impressions at various times during the interview as "favorable" or "unfavorable" in relation to a "neutral" line drawn on a blank sheet of paper. Interviewers first studied and rated an application form and then rated the applicant after he had been seated and answered a question or two (about thirty seconds into the interview). After this rating the interviewer started a hidden stopwatch which he stopped when he felt that subsequent information was unlikely to change his opinion of the applicant. At this point he again made a rating. The interview continued for its normal duration, a final rating was given, and the overall time was recorded. Although the methods of timing

and rating were crude in this real life situation, this exploratory study did demonstrate a relationship between early and late impressions. Sixteen of the twenty applicants were given nearly identical ratings at all stages of the interview. Only four had initial ratings of acceptance or rejection reversed on the final rating. Of these, three had been initially accepted and one rejected. The average length of interview was 15 minutes while the average "decision time" was just under four minutes. There was only one change in rating from the decision time to the final rating and this was a change from accept to reject. These findings suggested that ratings of the application form and a very short interview could produce decisions comparable to those obtained following the complete interview.

The finding of a bias in the selection process in the direction of attaching more importance to unfavorable information has been consistently supported in subsequent studies using diverse methodologies and subject populations (Carlson, 1971, Clowers and Fraser, 1977, London and Hakel, 1974, Ulrich and Trumbo, 1965, Webster, 1964, and Wright, 1969). This finding would seem to suggest that in order to be accepted for employment, it may be necessary for the applicant to control the disclosure of potentially negative information to the interviewer and emphasize positive job related skills and knowledge. The research carried out by the workers at McGill University (Webster, 1964) also seems

to suggest that the applicant's behavior during the early part of the interview and his performance in filling out the application form are very important in determining whether he is hired or not hired.

Clowers and Fraser (1977) also reviewed applicant related factors that were considered by personnel officers to be desirable in the employment interview. In general, they found that perceptual aspects of the interview have generally been given more weight by the personnel officers than the objective applicant data presented. Personnel officers reported that the applicant's general appearance, communication and interpersonal skills, and attitudes are important considerations in the hiring process. Research on applicant related factors was described as having a number of limitations which would suggest caution in interpreting these findings, however. Almost all of the research in this area has involved college level applicants rather than applicants for clerical/technical or blue collar positions. Secondly, there has been considerable ambiguity in the definition of applicant characteristics or "traits". Goodale (1976) has argued that a great deal of unreliability has been added to the decision making process by attempting to infer applicant "traits" rather than focusing on past and present job related behavior in evaluating applicants. Finally, most of the research reported in this area has been based upon survey questionnaires completed by personnel

officers. There is some question as to whether the personnel officer's verbal description of his or her behavior in the decision making process shows a close correspondence with the actual decision making process. Valenzi and Andrews (1973), for example, found that although a group of personnel officers agreed verbally on the relative importance of various cues in the selection decision (experience or social skills, for example), there was little correspondence between this verbal behavior and the behavior exhibited in the decision making process. Each of the three judges in this study exhibited a decision making strategy which was consistent for that judge, but which differed markedly from that judge's verbal description of which cues were most important.

Research on the selection process has been clear in suggesting that proper preparation for the job application and the job interview is very important. It has been this writer's experience, and that of many other workers in this area (Stone, 1974), that many young people entering the job market are very poorly prepared for the job seeking process.

Improving Employment Prospects of Disadvantaged Individuals

A number of studies have appeared recently which have been directed to improving the employment prospects of various disadvantaged groups. Sarason (1968) described a research program in which delinquent boys engaged in

modeling and behavioral rehearsal (role playing) in group sessions dealing with a series of 15 situations which were believed to be frequently encountered by delinquents. The emphasis was on teaching the boys constructive ways to deal with potentially difficult situations. The situation described in the most detail was the job interview. The points which were emphasized in modeling, rehearsing, and discussing job interviews were: a.) It is important to present oneself well. Getting a job involves selling yourself and it is important to take the initiative rather than just waiting for things to happen. b.) It is necessary to be prepared to deal with important historical facts (such as having a record) in the job interview. c.) Feeling anxious during the job interview is understandable because it is important to get a job. d.) Persistence is a characteristic that employers value so it is helpful to be persistent in inquiring about jobs.

Although the results of the pilot studies were not presented in detail, Sarason reported that boys in the experimental treatment groups showed more change in behavior ratings by the cottage staff and in measures of attitudes than did matched control groups of boys who did not participate. Changes were most positive in the case of boys in the combined modeling and behavioral rehearsal groups followed by boys in the behavioral rehearsal only condition.

Prazak (1969) described a program developed at the Minneapolis Rehabilitation Centre to help rehabilitation clients to learn job seeking interview skills. She emphasized the importance of teaching rehabilitation clients to obtain jobs on their own because of the high rate of turnover in jobs experienced by rehabilitation clients. It was also viewed as desirable that the rehabilitation client learn to obtain his own job so that the client would have responsibility for obtaining a job that he or she judged to be appropriate and for obtaining a subsequent job if he or she should leave the first job. Although there were considerable differences of opinion among counselors and employers about desirable interview behaviors, the program planners chose a number of areas which were believed to be important in order for an individual to be hired. These areas were: explaining work skills; answering problem questions (such as questions about medical or psychiatric hospitalization, prison record, obvious physical handicaps, and lack of work experience, work history, or education); appropriate appearance (appropriate dress, good eye contact, and avoiding nervous mannerisms); enthusiasm (expressing interest in the job, saying that one wants to work); and fine points of the interview (walking in and out of the room briskly, having a firm handshake, asking specific questions about the job, and asking in closing if one can call back to see if he has been chosen for the job). Training of clients

who were ready to enter the job market and who had a job objective took place over a period of two days with a group of three to eight clients working with one instructor. Clients observed a videotape of a model interview with a physically disabled staff member as the interviewee, discussed the model interview, and engaged in videotaped behavioral rehearsal of job interviews. Group members then observed the videotape of their own interviews while verbal reinforcement was given for positive aspects of the interview and suggestions were made by the group members and leader for improvements in interview behavior. Clients also wrote phrases to be used in explaining job skills and problem areas in a notebook which they took with them when the workshop was completed. Although no data on the results of the training were presented, the author suggested that training was very effective in improving interview behavior and that clients expressed greater interest in looking for jobs and in working following the training.

Prazak's notion that it is more productive to teach rehabilitation clients to obtain their own jobs rather than place them directly receives some support from a retrospective study by Loeb, Kaufman, Silk-Gibran, and Gioe (1974). They surveyed graduates of a psychiatric rehabilitation program and compared those who were still employed after three months with those who had lost their jobs by the end of a three month period. There were 18 graduates in the

employed group and 20 in the unemployed group. There were no statistically significant differences between the groups on a wide range of demographic variables including duration of hospitalization and employment, date of last hospitalization and employment, and number of weeks in the rehabilitation program. The type of employment for the two groups was highly similar with most jobs being in clerical or semiskilled areas. The two groups did differ, however, in stating how they learned about their jobs. Thirteen of the eighteen subjects in the employed group reported that they obtained job leads through their own efforts, while only four of twenty subjects in the unemployed group reported finding their own jobs. The remaining subjects had been referred directly to employers by the rehabilitation agency staff. This finding was confirmed by checking the program records. It was also found that there was little difference in the amount of placement counseling received by the two groups although the two groups differed on a number of self-report measures. Fewer subjects in the employed group reported discrepancies between what they expected job duties to be and what they turned out to be. These subjects also reported being more satisfied with their jobs. About half of each group reported that their supervisor was aware of their psychiatric history but more subjects in the employed group informed the supervisor themselves while most of the unemployed subjects reported that their supervisor had been informed by the rehabilitation agency.

In considering this information, Loeb et al. suggested that individuals who locate their own employment may be more likely to remain on the job and that it may be useful to encourage more independent job seeking.

Venardos and Harris (1973) compared the use of videotape feedback and behavioral rehearsal procedures in job interview training with the effects of a placebo-attention control. Thirty rehabilitation clients were randomly assigned to three groups which met on two consecutive days for a total of 10 hours. The subjects in the videotape group watched and discussed two model interviews that demonstrated desirable interview behaviors. Then lectures, discussions, and printed materials were used to familiarize clients with critical aspects of the interview. (Venardos and Harris emphasized the areas suggested by Prazak, 1969.) Each client was assisted in developing an individual approach to the job interview which took into account his own situation and history. Following this, clients viewed their pretest interviews on videotape and members commented on their own performance and that of other group members. Following this phase, there was a brief review and then the posttest interview was taped. Subjects in the behavioral rehearsal group participated in a similar program except that videotaped pretest and model interviews were not used and behavioral rehearsal was substituted instead. At various points in the session, each client was required to

rehearse interview excerpts relevant to the area under discussion. At the conclusion of the session, each participant rehearsed an entire interview, repeating the performance, if necessary, until it was satisfactory to the group who observed the performance. Following the successful completion of this stage, the posttest interview was videotaped. The clients in the control group participated in videotaped pretest and posttest interviews but instead of participating in a treatment program they engaged in a program of industry tours of equal duration.

Ratings of the pre- and post-training interviews by trained judges on a 26 item behavior rating scale were used as the dependent measure to compare the three treatment conditions. It was found that subjects in the videotape feedback and the behavioral rehearsal conditions showed significantly more improvement than those in an attention-placebo control group. There was no significant difference in degree of improvement between the two treatment groups. Although the authors did not comment on it, there also seemed to have been differential rates of client attrition between the three groups. Although 30 subjects were initially selected to participate in the program, only 19 subjects completed it - 8 in the control group, 6 in the videotape feedback group, and 5 in the behavioral rehearsal group. It may have been that the more demanding the program, the more subjects that dropped out. It would be

interesting in future research to investigate factors related to the number of subjects who complete and who drop out of programs and the benefits (if any) obtained by individuals who drop out of a program.

Barbee and Keil (1973) evaluated a brief job interview training program with a somewhat different population. Sixty-four individuals involved in skill training programs with three manpower agencies serving the culturally disadvantaged participated in the study. The minority group and poor clients involved were described as lacking in assertiveness, spontaneity, and facility with language when dealing with socially distant interviewers. Clients were randomly assigned to three conditions: a.) a combined program that included an initial simulated job interview, a training program utilizing behavior modification techniques (such as identifying behaviors to be altered, rehearsing roles, practicing and reinforcing appropriate behaviors), and then a final simulated interview; b.) a video program in which subjects viewed a videotape of their initial interviews and then completed a final interview; and c.) a no treatment program in which subjects completed initial and final interviews with a 30 minute waiting period between them. In the combined program, the client and the trainer viewed the videotape of the initial interview and developed a mutually agreed upon behavior change schedule of four to six items that the subject wished to change. The mean

training time in this condition, excluding the time required to view the initial interview, was 36 minutes. All interviews were carried out by a professional personnel interviewer and a schedule of questions or areas covered in the first interview was made available to the interviewer prior to the final interview so that similar material could be covered in both ten minute interviews.

A job interview rating scale was developed in pilot work in which ratings were made on seven point scales in ten specific areas: manner of speaking, posture and mannerisms, tension level, level of information provided about past job experience, level of questions asked about job tasks and conditions, assertiveness and initiative, self-confidence, honesty and openness, and ability to respond to interviewer's questions. A total score was calculated over these ten ratings and ratings were made of three more general areas: job skills, personal adaptability, and probability of hiring. All videotaped interviews were arranged by general vocational areas and then randomly presented to a group of five judges familiar with each vocational area who rated the interviews. These judges were persons from government agencies and the business community who were responsible for entry level positions. Also, prior to viewing the videotapes, judges were asked to indicate the relative importance they attached to each of the interview dimensions used on the scale in considering applicants for entry level

employment. In their responses, interviewers placed relatively more weight upon verbal communication and interpersonal skills than on job skills. They also placed relatively less weight on overt expressions of anxiety, suggesting that they expected the interview to be somewhat anxiety provoking.

In considering the judges' ratings on the ten specific items, it was found that subjects in the videotape condition showed no more improvement than subjects in the control condition. Subjects in the combined behavior modification-videotape condition showed statistically significant improvement relative to the control group on three items - level of questions asked about job tasks and conditions, assertiveness and initiative, and ability to respond to the interviewer's questions. This group also scored higher on the total of the first ten items. On the general items, there were no statistically significant differences among the three groups on ratings of job skills and personal adaptability, but on the probability of hire item, the combined treatment group improved significantly more than the control subjects. It was also noted that although not all of the differences were statistically significant, for all of the items except one (honesty and openness) there was a greater improvement from the initial to the final interview for the combined treatment group than for the video or control groups.

Keil and Barbee (1973) reported a study using a similar experimental technique in which 16 disadvantaged clients (minority group or low education level) were assigned to a behavior modification-videotape job interview training program and 12 clients were assigned to a no-treatment control condition. It was found that experimental subjects showed statistically significant improvement relative to control subjects on judge's ratings of ability to respond to questions, degree of honesty and openness, and self-confidence. Unlike the previous study, however, ratings of probability of hiring were not significantly different between the groups. No suggestions were made as to the reason for the differences in findings between the two studies, but it may be that the dependent measures used (ratings by judges on seven point scales) were relatively unreliable and insensitive to change.

One weakness in the preceeding studies has been the reliance on rating scales to evaluate changes in behavior. Such rating scales can be useful in a number of situations, but it is frequently difficult to establish from such data which behaviors are in fact changing, the extent of the changes, and the reliability of the behavior ratings. Ratings are also open to "halo" effects where a good performance in one area can increase the ratings in a number of other areas and a poor performance can decrease the ratings in other areas. Because judges often tend to use

the middle (average) areas of rating scales, such ratings may not be as sensitive to changes in behavior as more direct measures of behavior (for example, the frequency of a behavior). On the other hand, observers may be sensitive to subtle aspects of interpersonal behavior which are difficult to capture in a limited number of behavioral measures and overall ratings of "goodness" of performance may be quite useful in some situations.

A more recent study used precise behavioral measurement to demonstrate the effectiveness of a program designed to improve the performance of some interview behaviors. Braukmann, Fixsen, Phillips, Wolf, and Mahoney (1974) reported a behavioral analysis of a selection interview training package for predelinquents at Achievement Place. The training package consisted of a two-page instruction sheet for the boy describing appropriate interview behaviors and four basic training procedures. These procedures were: a.) reading each instruction aloud to the boy, b.) in some cases demonstrating the behavior to the boy, c.) having the boy practice the appropriate behavior or demonstrate his understanding of the instruction, and d.) providing feedback to the boy concerning the correctness of his responses. The training took approximately 45 minutes and did not involve the use of the questions that were used in the standard interviews. The boys were paid an amount of money (from \$1.00 to \$2.50) for appearing for each interview and

following training they could earn an equal amount of money by "doing well" (achieving a total interview performance score of over 75%).

The interview behaviors which were observed were: posture (sampled at 10 second intervals), eye contact (sampled at 5 second intervals), personal appearance (scored on an appearance checklist), volunteering information in response to questions, and appropriate social behaviors (telling the secretary why he was there, thanking the interviewer, etc.). The interobserver reliability of these measures was found to be from 89 to 100%.

In a series of multiple baseline studies, it was found that the total training package was effective in modifying interview behavior and that the training package could be used effectively by naive trainers (female undergraduates) who were simply given the written materials and instructions. A multiple baseline design was also used to evaluate the effectiveness of the individual components of the training package. The positive effect of the specific components of the package was clear for posture, social behaviors, and appearance. The amount of eye contact, however, seemed to be affected both by training in good posture and by training in eye contact. Although the authors did not mention this point, eye contact seemed to be most affected by training when it was at a relatively low level in pretraining job interviews.

In another multiple baseline study, Furman, Geller, Simon, and Kelly (1979) trained three psychiatric patients in job interview skills. Instructions, behavioral rehearsal, videotape feedback, and positive reinforcement (specific praise) were incorporated in a procedure directed at increasing low levels of providing positive information, gesturing, asking the interviewer questions, and expressing interest and enthusiasm. This procedure was found to increase the target behaviors in practice interviews. Pre- and post-training interviews with personnel officers indicated substantial improvement in ratings of likelihood of being hired in two of the three participants. These two individuals soon obtained competitive employment after a long period of unemployment. The third participant had "second thoughts" about employment as this would have involved giving up his disability benefits.

The studies by Braukmann and his coworkers and Furman et al. suggest that direct measures of behavior in simulated job interviews provide more sensitive and reliable measures of behavior change than the various rating scales that were used in most other studies. Only one of the studies reviewed in this section, however, evaluated the effect of a job seeking skills program on subsequent employment experience. This is a very important factor to consider in evaluating the effects of a job seeking skills program.

Studies Which Evaluated Subsequent Employment

A very comprehensive approach to assisting unemployed individuals to find employment has been reported by Azrin, Flores, and Kaplan (1975). This program was carried out in a small college town with no public transportation and a long history of above average unemployment. The criteria for inclusion in the study were that the individual desired permanent full-time employment, was not currently employed, and was willing to attend the program on a daily basis. In addition, individuals were excluded who were receiving unemployment compensation since preliminary study indicated that some of these individuals made little effort in the program until their payments terminated. All clients who indicated a desire to participate were matched in pairs in the basis of a judgement about their employability (considering various demographic factors). One member of each pair was randomly assigned to the counseling group and the other member received no counseling. Clients who attended for four daily sessions or less were omitted from the study as were their matched controls. The remaining 60 subjects in each group had an average age of about 25 years, an average education of 14 years, had been employed for an average of 5-6 months in the previous year, and were roughly divided between males and females. Nine individuals in the counseled group were black as were eight in the control group. Groups were started with new members about every two

weeks and the size varied from two to eight members. The first two sessions were about three hours in duration while subsequent sessions were one to two hours. Sessions were scheduled daily and clients were urged to attend each day until a job had been obtained. Systematic assistance was provided for such diverse problems as discouragement in job seeking, need for family understanding, transportation, peer assistance, professional advice, preparation of a resume, interview skills, techniques for approaching friends, practice in obtaining interviews, scheduling of one's job search as a full-time activity, and expanding one's vocational choices. The group meeting allowed the use of a "buddy system" with mutual transportation to employers, behavioral rehearsal, supervision of the client's technique of telephone enquiry, mutual review of resumes, sharing of job leads, and mutual encouragement.

In evaluating the results of this very extensive program, Azrin and his co-workers found that the average job seeker who was counseled started work in 14 days (median time) while the average non-counseled job seeker started work in 53 days. (Part time jobs of 20 hours or less per week were not included in this calculation). One month after counseling began, about two-thirds of the counseled group had obtained employment and only about one-third of the non-counseled group had obtained employment. Two months after counseling began, 90% of the counseled clients had

obtained a job compared with 55% of those who were not counseled. At three months there was little change in these figures with the number employed being 92% and 60% for the counseled group and the non-counseled group respectively. There was a 36% difference in the mean starting salary obtained by the two groups with the counseled group receiving \$2.73 per hour as compared to \$2.01 per hour obtained by the non-counseled group. The counseled group also obtained a higher proportion of skilled and semiskilled jobs (55% vs. 38%) and professional jobs (20% vs. 5%).

Considering the behavior of the clients in the counseled group, it was found that regular attendance was highly correlated with early success in finding a job. The five clients who did not obtain jobs attended very irregularly or attended for no more than three weeks at the longest. All of the clients who attended the sessions regularly and continuously obtained jobs. Azrin, Flores, and Kaplan (1975) concluded that their findings appeared to provide the first controlled demonstration that a job counseling program is more effective than the usual unstructured techniques used by job seekers.

The only other study reviewed which evaluated employment experience following a job seeking skills package was carried out by Twentyman, Jensen, and Kloss (Note 1). They designed a job seeking skills program which involved four hours of training involving modeling, rehearsal, and

feedback on the job application and job interview. Participants also received information about job search techniques and were given assistance in preparing a resume. Eleven men who had histories of chronic unemployment, multiple criminal offences, and psychiatric involvement were randomly assigned to a behavioral treatment or an incentive control group. Behavioral group members participated in the job seeking skills program (delivered individually), while the control group members were given the incentive of one dollar for each job application they submitted to an employer up to a maximum of five per day. At pretest, it was found that the participants in both groups were rated as performing more poorly in a simulated job interview than a randomly selected group of unemployed persons. Members of both groups also made more errors in completing job applications and were rated as providing less information and lower quality information on the job application than the comparison group of unemployed men. Following training, members of the behavioral treatment group showed improved performance on a number of measures of job interview and job application performance while the control group did not show these changes. The findings in terms of transfer of training were also very encouraging. It was found that four of the five persons who received interview skills training obtained jobs within two weeks, while none of the control members did.

Studies in Educational Settings

In one of the few studies carried out in an educational setting (involving college seniors), Hollandsworth, Dressel, and Stevens (1977) compared a job interview skills workshop based on behavioral procedures (modeling, behavioral rehearsal, and directed feedback) with a more traditional lecture - discussion group approach. The workshops were three to four hours in duration and were preceded and followed by a brief simulated employment interview. The dependent measures used were a self-report of anxiety, duration of eye contact and of speech, frequency counts of positive self statements and speech disturbances, and ratings of affect, loudness of voice, ability to explain skills, and openness and honesty. It was found that the behavioral group made significant gains in duration of eye contact. The discussion group, on the other hand, was found to be superior to the behavioral and control groups in ratings of ability to explain individual skills and expression of feelings and personal opinions relevant to the interview. The discussion group also showed a significant increase in duration of speaking. A problem with the behavioral group seems to have been that the workshop stressed practice in areas such as fluency of speech and loudness of voice in which the college students were already performing adequately. These aspects were also difficult for participants to evaluate. The authors suggested that

future workshops combine the effective components of the behavioral and the discussion formats and emphasize verbal content of the interview. Feedback from trainers and participants suggested that the use of a worksheet which helped members identify individual skills, goals, and ambitions was an important and useful activity for the discussion group.

The use of a similar training approach with an individual with extreme anxiety in job interview situations was described by Hollandsworth, Glazeski, and Dressel (1978). Intensive training involving instructions, modeling, behavioral rehearsal and videotape feedback resulted in an improvement in interview performance in three trained behaviors evaluated in a multiple baseline design. Improvement generalized to novel questions and interviewers and changes were seen in social behaviors observed unobtrusively on the job.

In a more recent report, Hollandsworth and Sandifer (Note 2) described the large scale implementation and consumer satisfaction evaluation of a job interview skills training model. The program described in their earlier study was modified by combining modeling, behavioral rehearsal, and feedback in practice interviews with guided discussion. One hundred and four vocational-technical counselors were trained in the use of the model. These counselors were surveyed in the next year and it was found

that of the 68 who responded, two-thirds had conducted at least one training program based, at least in part, on the model. Of those who used the model, 78% reported that they had followed the training model "closely" or "very closely" and 91% reported that the training that they had received earlier was "helpful" or "very helpful". The behavioral rehearsal and modeling components were seen as being most useful.

During the period covered by the evaluation, participants in the workshops carried out by the counselors completed participant evaluation forms. Modeled interviews were rated as "very valuable" by two-thirds and an interview worksheet which helped participants to organize their strengths, weaknesses, and goals was described as "very valuable" by 60%. In smaller groups where it was possible to have participants rehearse an interview 77% of the participants described this activity as "very valuable". Following the interview rehearsal, feedback was given by the whole group with trainers present. Overall there was a high degree of satisfaction with the training program.

Hollandsworth, Kazelskis, Stevens, and Dressel (1979) studied the relative contributions of verbal, articulative, and nonverbal communication to employment decisions in job interviews. Campus recruiters rated 338 college students in seven areas (eye contact, loudness of voice, body posture, fluency of speech, appropriateness of content, personal

appearance, and composure) in actual recruiting interviews. These ratings were then related to a rating of likelihood of hiring in a discriminant analysis. The results suggested that although all of the ratings were moderately related to a rating of likelihood of hiring, appropriateness of content, fluency of speech, and composure were of greatest importance in contributing to a favourable decision. The authors suggested that in spite of a recent emphasis on nonverbal communication, all three aspects of communication (verbal, articulative, and nonverbal) are important in the job interview and should be covered in training programs.

Effective Job Search Techniques

In contrast to the large number of studies of the selection process, very few empirical studies have been carried out to determine which job search techniques are most effective. A study by Sheppard and Belitsky (1966) suggested specific techniques which could be taught to job seekers which may improve their chances of obtaining employment. Sheppard and Belitsky interviewed a sample of 550 workers who had been listed with the state employment service as unemployed at some time during the previous twelve months. Information was gathered about demographic characteristics of the workers, their job seeking behavior, their employment experience, and their responses to some psychological tests. In one part of the questionnaire,

re-employed workers were asked how they first heard about the job they now held. It was found that the majority (56%) of male blue collar workers found out about their job through contacts with friends and relatives, 14% found them by direct application to the company, 14% through the state employment service, 5% through unions, 4% through newspaper ads, and 4% through other techniques. An index of effectiveness was then calculated relating the number of re-employed workers who found a job using a particular technique to the number of re-employed workers who reported having used that technique. The techniques were in order of effectiveness: friends and relatives (.44), unions (.18), direct application (.15), state employment service (.15), and newspaper ads (.04). This finding was interesting because when asked about which technique they considered to be the best, 34% of the workers mentioned direct application to the company, 26% mentioned the state employment service, and only 13% mentioned friends and relatives. The effectiveness of various job search techniques varied somewhat between males and females and between workers of different skill levels, but the importance of friends and relatives in helping to locate jobs was quite consistent. Interviews with employers and questionnaires confirmed the importance of informal channels such as the recommendations of employees and friends and the hiring of workers who applied directly to the employer. In the area of job seeking

behavior, workers were more likely to be employed at follow-up if they reported starting the job search immediately after the loss of a job, if they used more job search techniques, if they applied to more companies, and if they checked with employers even if they hadn't heard of any openings there.

In a more recent study, Gower (1975) reported the results of a supplementary questionnaire attached in October 1971 to the monthly Labour Force Survey carried out by Statistics Canada. The mail-in questionnaire was left with all respondents in the survey who reported that they had searched for permanent full-time employment in the previous six month period. The survey included questions about job search techniques used, frequency of use, duration of search, and results of search. As in the study by Sheppard and Belitsky, the number of respondents who reported use of a particular method was not necessarily related to the rate of success of the method. In terms of rate of success, the methods were ranked as follows (from most successful to least successful):

- (1) ask employer at his place of business (also first in rate of usage).
- (2) ask friends or relatives (third in rate of usage).
- (3) check trade unions or unions hiring hall (sixth in rate of usage).

- (4) use private employment agency (eighth in rate of usage).
- (5) answer advertisements (fourth in rate of usage).
- (6) check with school or college placement offices (seventh in rate of usage).
- (7) use Canada Manpower Centre or Quebec employment centre (second in rate of usage).
- (8) write letters of application (fifth in rate of usage).

Gower suggested that these findings should be interpreted with caution because job seeking is often a sequential process (e.g. first going to Manpower office and then being referred to employer) and respondents may have only mentioned the last activity in the sequence as being successful. Also different techniques are used more frequently and with more success by workers in different fields and by workers of different age. For example, union contacts were used more frequently by tradespeople and letters of application and private employment agencies were used more frequently by white collar workers. As with the study by Sheppard and Belitsky, personal contact with employers and contacts with friends and relatives were two of the more effective job search techniques.

It was also found in this study that young persons (aged 14 to 24) were twice as common in the job search

population as in the labour force. Persons attending school when they began their job search accounted for approximately one-tenth of all job seekers. In terms of the success of job search activities Gower found that young job searchers (14 to 24 years of age) had the highest success rate in terms of job offers received and jobs accepted. In relating this to the problem of high youth unemployment, Gower suggested that an important part of the problem is for the young person to find the "right" job and to obtain jobs that offer stable employment. (Unfortunately, no information was available from the survey to help in evaluating this argument). The sample size in this study was such that it was not possible to separate the 14 to 19 year old group from the 20 to 24 year old group. Unemployment rates have been found to be considerably higher for the younger group and it may be that there are also some differences between these two groups in the success rates of job seeking efforts (Statistics Canada, 1971).

The Present Study

The present study involved a comparison of traditional and behavioral methods of teaching job seeking skills to high school students. The traditional approach involved communicating information to students by the use of techniques such as lectures, discussions, and the use of written and audio-visual materials. These techniques, as

exemplified by commercially available educational materials (Davison & Tippet, 1977b, Goldberg & Greenberger, 1977; Lee, 1973; Schapiro, 1976; Stone, 1974), emphasize the communication of information about job seeking techniques rather than actual practice in using the techniques. The behavioral approach, on the other hand, involved most of the features of the traditional approach but in addition emphasized practice in the actual use of the techniques. An attempt was made to individualize the program to the extent that each student was allowed to practice a skill until he or she had reached a level of performance which indicated a reasonable degree of mastery. The behavioral approach also utilized such techniques as explicit instructions, behavioral rehearsal, modeling, reinforcement, and shaping to gradually modify interpersonal behavior (Lieberman, King, De Risi, and McCann, 1975). Finally, the behavioral approach emphasized concrete behaviors in job seeking situations rather than the "personality traits" which may be emphasized in other methods.

A common body of information on job seeking skills was communicated to small groups of students by each of the instructional techniques. Groups of students who participated in these programs were compared to a control group of students who did not receive a job seeking skills program. Comparisons were made among the control, traditional instruction, and behavioral groups in performance in

simulated job applications and job interviews. In addition, comparisons were made among the groups on employment experience following the program. Information on job seeking and employment experience (job seeking techniques used, frequency of use, results of search, type of job, pay, and date employment was obtained) was gathered in biweekly reports mailed in by participants in the study. This reporting procedure was continued for approximately two months after the completion of the instructional program.

The comparison among these three approaches was believed to be an important one, because they may vary considerably in their costs and in the potential benefits. Behavioral techniques would be more costly, at least initially, than traditional methods because of the greater amount of time needed to allow sufficient practice by students and because instructors would probably require some additional training in these specialized techniques. If it were not demonstrated in a controlled study that the behavioral approach is superior to the traditional approach then it is likely that the traditional approach will be used as it is the more familiar approach. If neither approach increases job seeking skills it would suggest that time devoted to these activities might be better spent on other areas of education. Given the importance of employment to the individual throughout his adult life, this is clearly an area which warrants more study than it has received in the past.

In this study, it was hypothesized that both methods of teaching job seeking skills would improve performance in simulated job applications and job interviews and in subsequent employment. It was also hypothesized that the performance of the behavioral group would be superior to that of the traditional instruction group on measures of performance in simulated job applications and job interviews and in subsequent employment experience.

It was suggested that the behavioral approach would be more effective in improving the student's job seeking skills because it requires the student to actually practice the techniques and provides feedback and reinforcement for performance. Research on teaching interpersonal or social skills to adults (Bellack, Hersen, and Turner, 1976; Eisler, Hersen, and Miller, 1975; Hersen, Eisler, and Miller, 1973, 1974; Rich and Schroeder, 1976) has suggested that the techniques of providing explicit instructions, modeling, requiring behavioral rehearsal, and providing feedback and repeated practice are superior to techniques in which instructions alone are provided in teaching interpersonal skills. These studies have also suggested that the more similar the teaching situation is to the situation in which the desired behavior must be performed, the greater the likelihood that newly learned skills will be transferred to the real-life situation.

CHAPTER II

Method

Subjects

The participants in this study were eighty-one students from a Winnipeg area parochial high school. Sixty-four were students at the grade twelve level and seventeen were students from grade eleven. Students in each of the classrooms were matched into groups of three on the basis of sex and academic standing in the English program. Students from each group of three were then randomly assigned to the control group, the traditional instruction group, or the behavioral group. Instruction was carried out over a four week period during regular English class time (ten forty-five minute periods). The instruction took place in the groups of seven to eleven students from each classroom assigned to each instructional approach. These smaller groups met in separate classrooms and each group had a teacher as a group leader.

Group Leaders

Three teachers recruited from the list of substitute high school teachers in the Winnipeg School Division received approximately twenty-five hours of training

(including reading) in delivering the three instructional packages (control, traditional, and behavioral). The reading materials used in training the group leaders are described in Appendix A. Each group leader provided instruction to one of the small groups in each condition.

Instructional Approaches

Behavioral group. The following is a brief description of areas which were covered in the job seeking skills workshop:

Unit I: Which job do I apply for?

- a) Areas of possible employment.
- b) Factors influencing the positions students apply for and obtain.

Unit II: Creating a Resume.

Unit III: Job Applications.

Unit IV: The Job Interview.

Unit V: Job Seeking Techniques.

The areas covered were direct personal contact with employers; suggestions from friends, relatives, and acquaintances; newspaper advertisements; Canada Employment Centres; letters of application; unions and professional organizations; and use of general news information.

Unit VI: Review.

The specific activities and materials in each unit are described in more detail in Appendix B. The emphasis in the behavioral group was placed on actual practice of the behaviors required in job seeking. Participants prepared a resume, obtained applications from employers in the community, practiced completing job applications, rehearsed job interviews, visited a Canada Employment Centre to obtain an application, obtained advertisements from the newspaper, and practiced most of the job seeking techniques covered in the workshop. The group leader used techniques such as explicit instructions, behavioral rehearsal, modeling, shaping, and social reinforcement to assist the group members in developing job seeking skills. Specific behavioral objectives were used to guide the leader and the group members in practicing the various job seeking skills. A job interview checklist, for example, specified behaviors which are considered to be important in the job interview. The instruction was individualized to the extent that each student was allowed to practice a skill until he or she had reached a level of performance that indicated a reasonable degree of mastery. The amount of time available for repeated practice was limited of course by the total amount of time available for the workshop. Homework assignments after each meeting were used to increase the amount of time available for practice.

Students in the behavioral group received points which counted towards the final mark in their English course contingent upon successful completion of homework assignments (most of which involved actual practice of the job seeking activities) and various workshop activities. The assignment of marks for the workshop activities of the behavioral group is shown in Appendix O. Students who did not successfully complete an assignment on the first attempt were allowed to obtain points by completing the assignment at a later time, provided that this is done before the workshop is completed.

Traditional group. The areas covered in the traditional group are very similar to those covered in the behavioral group. The traditional group differed from the behavioral group, however, in that there was little emphasis on the actual practice of job seeking techniques and more emphasis on group discussion and presentation of material by the group leader. The specific materials and activities for this group are described in detail in Appendix B. Members of this group prepared resumes, discussed the format of various sample job applications, observed and discussed model job interviews, reviewed questions frequently asked in job interviews, and reviewed information on various job seeking techniques. In addition to completing a resume, each member



of this group prepared a letter of application for employment. Although the duration of the workshop was the same as for the behavioral group there was only one homework assignment (completing a resume fact sheet) as opposed to the regular assignments in the behavioral group.

Students in the traditional group received points which counted toward the final mark in their English course contingent upon the successful completion of brief written assignments during the workshop sessions. The assignment of marks for this group is shown in Appendix P. These assignments were related to the material covered in group discussions and presentations by the group leader. Students who did not successfully complete an assignment on the first attempt were allowed to obtain the points by completing the assignment at a later time provided that this was done before the workshop was completed.

Control group. Students in the control group did not receive instruction in job seeking skills. These students participated in a program of equal duration devoted to the exploration of career interests. First, students completed a brief inventory (the Self Directed Search) describing their interests and activity preferences (Holland, 1970, 1971, 1973). The student's responses to this inventory suggested a number of career areas that were likely to be of interest to the

student. Using this information the students then selected reading materials relevant to this career interest from the OCCUPATIONAL EXPLORATION KIT (Science Research Associates, 1971). Once the student had read the materials relevant to some of his or her career interests, these occupations were explored further by using the JOB EXPERIENCE KIT (Science Research Associates, 1972). This kit contained materials which exposed the student to some of the activities carried out by individuals working in particular occupations. The materials for an X-ray technician, for example, included instructions on interpreting X-rays and had an exercise which required the student to interpret several X-rays. More recent career information from Canadian sources was also provided by using the CAREERS CANADA series (Ministry of Manpower and Immigration, 1977) available from the local Canada Employment Centre and the CAREER SELECTOR (Thorsteinson, 1976) provided by the Manitoba Department of Labour.

Activities in the control group emphasized presentation by the group leader of information relevant to career selection, reading by students of occupational and career information, and group discussion of issues in occupational choice. Students in the control group received points which counted toward the final mark in the English course contingent upon the successful completion of brief written assignments during the workshop sessions. The assignment of marks in this approach is shown in Appendix Q. As in the

other groups, students received the points for an assignment provided that they completed it successfully before the workshop was completed. The areas covered in the control group are described in more detail in Appendix B.

Research Design

The research design used for assignment of subjects to treatment conditions and leader was a 3x3x3 (treatment x leader x classroom) Latin square design. This was a balanced design (i.e. each leader instructed students in each treatment condition and from each classroom) but not a complete design (i.e. each leader did not instruct students from each classroom in each treatment condition). An incomplete design was necessary in this situation because of the limited number of students available to participate in the study.

Introducing the Program to Students

The course was introduced to the students in a written notice signed by the school principal. The notice was as follows:

This year we are trying a new unit in the English program for all students in grade twelve and

some students in grade eleven at M.B.C.I. This unit, which will take ten periods in the English course, will be about employment and careers. Since the materials covered and the evaluation will be a little different from the material usually covered in the English course, we would like to let you know about it in advance.

Students in each participating class will be divided into three smaller groups. The new unit will be taught in these smaller groups by three different instructors. The materials covered will differ somewhat from group to group. In some groups there will be more emphasis on career decision making. Students will learn about some of the careers open to them and will discuss the career decision-making process. In other groups there will be more emphasis on how people find jobs. Students will learn about various areas of employment and about various job seeking techniques.

In order to evaluate the new unit we will be asking students to fill out practice job applications and to participate in practice job interviews before and after the unit. These practice job interviews will be videotaped for later evaluation. We will also be asking students to fill out questionnaires on their summer plans, their job

seeking experience, and their employment experience before the new unit and on a number of occasions after they have completed the unit.

The information gathered in the practice job applications, the practice job interviews, and the questionnaires will be used in evaluating the unit and in planning future courses of this kind. Finding a suitable career and suitable employment is very important for the person who is finishing high school and we hope that the information that we gather this year can help us in planning even better courses in the future. All of the information (including the videotaped interviews) will be treated as confidential material and will only be used in the evaluation of the course. No information will be disclosed that could be identified with a particular student without specific permission from that student.

Some students may not wish to participate in the evaluation of the new unit (the practice applications, the video-taped practice interviews, or the questionnaires). Students who do not wish to participate or who wish to withdraw later in the evaluation may withdraw at any time simply by telling their instructor or anyone involved in the evaluation that they do not wish to participate.

There will be no penalty for withdrawing and students who withdraw from the evaluation of the unit may still take the new unit.

We hope that students find the new unit on careers and employment to be informative and enjoyable. We will be asking students for their comments and suggestions about improving the unit once it has been completed.

Thank you for your interest.

Dependent Measures

Students completed a standard job application and participated in a simulated job interview before they began the instructional program (pretest) and after they completed the program (posttest). In order to provide follow up information on job seeking and employment experience, those participants who planned on seeking employment in the two month period following the program were asked to mail in biweekly prestamped questionnaires on their job seeking and employment activities.

Standard job application. The standard applications were reviewed by two research assistants who were not informed of the nature of the three instructional groups, of

the group membership of particular applicants, or of the pretest or posttest status of the applications. (A copy of the standard form is shown in Appendix AE.) Applications were assigned to the assistants in such a way that each assistant scored an equal number of applications from each group and so that if the pretest was scored by one assistant, the posttest for that student was scored by the other assistant. The experimenter (observer 3) reviewed a sample of the job applications (approximately 50%) to establish the reliability of the scoring procedure. Each application was rated on a seven point rating scale on: overall amount of information, overall quality of information, overall impression (how good is the application), likelihood of obtaining employment, quality of handwriting or printing, and neatness. The descriptive points on the rating scale were: 1. very poor, 2. poor, 3. below average, 4. average, 5. above average, 6. good, and 7. very good. In reviewing the job applications, each assistant completed a job application data sheet for each according to the scoring guidelines described in Appendix U. In addition to the ratings of each application, the assistants recorded observations on a number of content dimensions such as: total number of items of information given, number of "cross out" errors, and specific responses to many of the questions (whether or not a social insurance number was given, for example).

Job interview. The pretest and posttest interviews were carried out by two female interviewers trained to follow a standard interview format. The interview format, the guidelines for the interviewers, and the instructions for the student are shown in Appendix V. The interview format was designed to allow the interviewer to take a fairly passive role - leaving the introductions to the student for example and asking a number of closed and open ended questions. The interviewers were experienced personnel officers from a private employment agency. Each had previous experience in interviewing entry level and professional applicants and each practiced the standard interview format a number of times before interviewing the first student.

Each interviewer interviewed an equal number of students from each group. The interviews were arranged so that each student saw a different interviewer for the pretest and the posttest. The simulated interviews were approximately five minutes in duration and they were videotaped for later analysis.

Following the workshop the videotapes were reviewed by two research assistants. The assistants were not informed of the nature of the three instructional groups or of the group or the pretest or posttest status of the particular interviews. Interviews were assigned so that each research assistant reviewed an approximately equal number of

interviews in each group and the pretest and posttest condition. For each student one assistant reviewed the pretest and the other reviewed the posttest interview. The experimenter reviewed a sample of the simulated job interviews (approximately 60%) to establish the reliability of the scoring procedure.

The measures obtained from the videotaped interviews were: duration of the interview, duration of the interviewee's speech, ratio of speech duration to interview duration, ratio of gaze duration to speech duration and interview duration, number of qualifications mentioned (frequency count), statements of interest or positive statements about the job or about a previous job (frequency count), number of questions asked about the job (frequency count), statement of potentially negative personal information that is not in response to a direct question (occurrence or nonoccurrence), and the occurrence or nonoccurrence of certain social amenities (the interviewee introduces himself or herself, shakes the interviewer's hand, mentions the interviewer's name, sits appropriately in the chair without slouching, is appropriate in dress and grooming, asks if he or she can call back to inquire about the interviewer's decision, and thanks the interviewer at the end of the interview). The criteria used in observing each of these behaviors were described in detail in guidelines for the research assistants. The job interview data sheet

and guidelines for the observational measures are shown in Appendix W. The assistants practiced use of the scoring system before the actual scoring took place until they were able to score the tapes with a satisfactory level of agreement. The observers also used a seven point rating scale to rate each interviewee on overall skillfulness, likelihood of obtaining employment, and positiveness of presentation.

In addition to the behavioral measures obtained from the videotape recordings of the job interviews, performance in each interview was rated by the interviewee and the interviewer immediately after the interview. Each participant rated his or her performance on the following dimensions: (a) anxiety before the interview, (b) anxiety during the interview, (c) overall skillfulness in the interview, and (d) likelihood of obtaining employment. The interviewer rated the interviewee's performance on the following dimensions: (a) appropriateness of dress, (b) appropriateness of grooming and personal appearance, (c) anxiety during the interview, (d) posture during the interview, (e) statement of qualifications for the job, (f) eye contact, (g) attentiveness, (h) overall skillfulness during the interview, and (i) likelihood of obtaining employment. The interviewee's rating form is shown in Appendix X and the interviewer's rating form is shown in Appendix Y.

Follow up measures. The students completed a brief questionnaire before the program began describing their employment experience during the previous summer, their current employment situation, their plans for the summer, and some background information. A copy of the Employment Questionnaire is shown in Appendix Z. After the program was completed all students were asked to indicate any change in plans for summer activities. Students who indicated that they might seek employment and that they did not not already have a job were asked to complete and mail a biweekly questionnaire on their job seeking and employment activities. A copy of the written explanation of the follow up activities given to the students is shown in Appendix AA. A copy of the Job Seeking Activity Questionnaire is shown in Appendix AB. The biweekly reporting procedure was continued for approximately two months or until the student obtained employment or ceased job seeking activities (if the job seeking activity ended before the end of the follow up period). Information was gathered about the student's employment status (whether employed, type of employment, date employment started, hours, pay, satisfaction with employment, and alternative activities if not employed) and about the job seeking techniques used (techniques used, frequency of use, and results of search). Approximately two months after the end of the program (on August 1st) a Summer Employment Questionnaire was sent to all of the students who

participated in the study. This questionnaire and the cover letter that accompanied it are shown in Appendix AC. In this questionnaire students were asked to describe their employment status, pay, hours of work, employer's name, position, starting date, and a number of other factors including satisfaction with various aspects of their summer position. Students who returned this questionnaire within a specified time limit received a gift certificate for two dollars which could be used at a local fast food restaurant.

Student satisfaction. During the last class meeting students were asked to complete a Student Satisfaction Survey (shown in Appendix AD). In completing this survey students were asked to rate a number of features of the course and to describe (on a seven point rating scale) how useful they found various aspects of the course to be. Although the class, teacher, and treatment of each student was noted on the questionnaire, the student's name was not noted so that the survey could be completed anonymously.

Manipulation Check

In order to evaluate the instructors' accuracy in following the written programs, each meeting was recorded on audiotape. These tapes were later reviewed by a research assistant who checked the tapes against the written programs

(Appendix B). The assistant was not informed of the instructional approach or session to which the tape belonged (tapes were coded) and was required to record these after listening to the tape. The assistant also timed the duration of each tape and made written comments on the main activities during the session, deviations from the written program, and unusual occurrences. Tapes were presented in random order. The observations of the assistant were compared with the instructional approach and session number recorded by the teacher for each tape. An agreement was counted when the observer recorded the same instructional approach and the same or following session number. (Teachers were sometimes able to progress more rapidly than the written program suggested in order to spend more time on more difficult topics.) Since the first two sessions and the last session were essentially identical for the traditional and behavioral programs an agreement was counted for these sessions if the assistant's and teacher's reports were in agreement that one of these two programs was involved.

The overall level of agreement (agreements divided by agreements plus disagreements x 100) in reviewing the audiotapes was 93.5%. This was considered to be a fairly high level of agreement considering that background and traffic noise made it difficult to understand parts of some tapes. The five tapes on which there were disagreements

were also reviewed by the experimenter. For two of the tapes the experimenter agreed with the teacher's record of the group and session number and disagreed with the assistant's assignment. On the third tape the assistant and experimenter agreed and the teacher seems to have made an error in labelling this tape (the content was clearly for a later session and a markedly different program). In the fourth case, the assistant was not able to distinguish whether the program was the traditional or behavioral session on job seeking techniques. It appeared that in this case the teacher had given a homework assignment somewhat earlier than expected (in the first of two sessions on job seeking techniques). In the final case, the disagreement seems to have been caused by the teacher's deviation from the written program in the method of discussing possible job interview questions.

In addition to the disagreements described above the assistant noted four sessions in which the teacher deviated from the written program. In two early sessions in the traditional program the teacher mentioned activities that did not apply to that program (interview role playing) in briefly discussing what students would be doing in the course. A review of later tapes indicated that the teachers did not in fact give these activities to the wrong groups. In two of the final review sessions one of the teachers discussed a topic which was completely unrelated to any of the programs for a portion of the class. In addition to

these departures from the program the assistant's observations indicated that for three sessions approximately half of the meeting was not recorded as the teacher neglected to start the recorder at the beginning of the class. For a fourth session only the first two minutes were recorded before the recorder switched off - apparently accidentally. Three of the partially unrecorded sessions were with one teacher (two in the behavioral condition, one in the control condition). The fourth partially unrecorded session occurred with another teacher in the control condition.

Once again the level of agreement and accuracy in implementing the program was considered to be quite high considering the close parallels between the behavioral and traditional programs in many places and the adjustments that teachers had to make in pacing the programs with different groups.

CHAPTER III

Results

Interobserver Agreement

The reliability of the observational measures was evaluated by comparing the scores obtained by observers 1 and 2 with the scores obtained by observer 3 (the experimenter). Comparisons were made on approximately 50% of the job applications and 60% of the videotaped interviews in all conditions. The method used to calculate agreement or reliability depended upon the type of data. Measures which involved coding a behavior into categories (e.g. occurrence or nonoccurrence of a behavior in a particular interview) or a frequency count of a behavior were evaluated by the use of a ratio of agreement measure (Hartmann, 1977, Kelly, 1977) whose possible value ranged from 0 to 1.0. Occurrence agreement was calculated by dividing the number of agreements on occurrence by the sum of the agreements on occurrence and the number of disagreements (leaving out agreements on nonoccurrence). Nonoccurrence agreement was calculated by dividing the number of agreements on nonoccurrence by the sum of the agreements on nonoccurrence and the number of disagreements on nonoccurrence. Overall agreement was calculated by dividing the total number of agreements

(occurrence and nonoccurrence) by the sum of agreements and disagreements. Another commonly used index of agreement, Kappa (Hartmann, 1977), was also reported for these measures. The value of Kappa also ranges from 0 to 1.0. In the case of measures in which more than two categories were possible (more than yes/no for example), agreement was counted only if both observers used the same category.

In the case of measures in which the measure or behavior could occur more than once (such as the number of questions asked in the interview) overall agreement was calculated by counting as an agreement each instance in which the observers recorded the same behavior (in this case, the same question) and counting as disagreements each instance of the behavior counted by one observer but not the other. For this type of data the correlation coefficient was also calculated. In the case of data which was reported as a sum score, a time score, or a rating, interobserver agreement or reliability was evaluated by calculating the correlation coefficient between the scores reported by the two observers.

Job application measures. The interobserver agreement measures calculated for the job application data are shown in Table 1. There was a high degree of agreement between the observers on the total information score, with correlations in the high .90's. The correlations on the job application ratings ranged from .32 to .84. Most of the values reported fell into the upper part of this range and

would seem to indicate a satisfactory level of agreement for this type of rating data. It was decided to use the observer rating data in spite of a number of low correlations as this data reflected the observer's subjective impression. One observer's impression might not agree closely with another observer's impressions in some cases. The range of the correlations on the various error scores (a count of the number of errors of each type) was very wide. Only the data on the number of crossout errors was considered to have high enough reliability to be included in subsequent analyses.

Job interview measures. The interobserver agreement measures calculated for the job interview data are shown in Table 2 (for specific interview measures) and in Table 3 (summary measures). In Table 2 the interobserver agreement levels for the social behavior items (introducing self, shaking hands, mentioning the interviewer's name, sitting appropriately, using a "callback ending", and thanking the interviewer) were high for almost all of the items. The few low values (below .65) occurred in situations in which either nonoccurrence or occurrence was an infrequent event so that a small number of disagreements could produce a very low agreement score. In the case of the "sitting appropriately" item, for example, the observers described almost all of the students as sitting appropriately during the interview and there was a low level of agreement on the non-

TABLE 1
INTEROBSERVER AGREEMENT ON
JOB APPLICATION MEASURES

DEPENDENT MEASURE			CORRELATION WITH OBS. 3	
			Obs. 1	Obs. 2
1. Total Information	Pre		.99	.99
	Post		.99	.98
Ratings:				
2. Amount of Information	Pre		.82	.72
	Post		.79	.76
3. Quality of Information	Pre		.55	.80
	Post		.54	.65
4. Overall Impression	Pre		.65	.84
	Post		.73	.45
5. Likelihood of Hiring	Pre		.63	.32
	Post		.74	.71
6. Quality of Writing	Pre		.51	.66
	Post		.55	.40
7. Neatness	Pre		.79	.63
	Post		.70	.63
Error Scores:				
8. Crossout Errors	Pre		.82	.97
	Post		.96	.97
9. Spelling Errors	Pre		.77	.62
	Post		.67	.35
10. Grammar Errors	Pre		.94	-.05
	Post		.60	-.04
11. Location on Form Errors	Pre		.61	.71
	Post		.24	.39

TABLE 2
INTEROBSERVER AGREEMENT ON
SPECIFIC JOB INTERVIEW MEASURES

DEPENDENT MEASURE		NO. OF COMPARISONS (Occurences / Frequency)		INTEROBSERVER AGREEMENT (WITH OBS. 3)						KAPPA INDEX WITH OBS. 3	
				OCCURENCE		NONOCCURRENCE		OVERALL			
		Obs. 1	Obs. 2	Obs. 1	Obs. 2	Obs. 1	Obs. 2	Obs. 1	Obs. 2	Obs. 1	Obs. 2
Social Behaviors:											
1. Introduce Self	Pre	26 (0/26)	26 (1/26)	-	0	1.00	.96	1.00	.96	-	0
	Post	40 (12/40)	27 (3/27)	.86	1.00	.93	1.00	.95	1.00	.89	1.00
2. Shake Hands	Pre	26 (0-26)	26 (0/26)	-	-	1.00	1.00	1.00	1.00	-	-
	Post	40 (13/40)	27 (3/27)	.92	1.00	.96	1.00	.98	1.00	.94	1.00
3. Interviewer's Name	Pre	26 (0/26)	26 (0/26)	-	-	1.00	1.00	1.00	1.00	-	-
	Post	40 (8/40)	27 (3/27)	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
4. Sitting Approp.	Pre	26 (23/26)	26 (26/26)	.92	.96	.33	0	.92	.96	.47	0
	Post	40 (40/40)	27 (24/27)	.95	.92	0	.33	.95	.93	0	.47
5. Call Back Ending	Pre	26 (0/26)	26 (1/26)	0	1.00	.96	1.00	.96	1.00	0	1.00
	Post	40 (4/40)	27 (3/27)	.80	1.00	.97	1.00	.98	1.00	.88	1.00
6. Thank Interviewer	Pre	26 (18/26)	26 (15/26)	.84	.85	.70	.87	.88	.92	.74	.85
	Post	40 (24/40)	27 (21/27)	.92	.90	.88	.85	.95	.93	.89	.81
Dress:											
7. Approp. Dress	Pre	26 (22/26)	26 (22/26)	.92	.91	.50	.60	.92	.92	.63	.70
	Post	40 (30/40)	27 (22/27)	.84	.83	.61	.43	.88	.85	.68	.51
8. Not wearing Jeans	Pre	26 (13/26)	26 (11/26)	.86	.92	.86	.93	.92	.96	.85	.92
	Post	40 (10/40)	27 (9/27)	.82	.80	.94	.89	.95	.93	.87	.83
9. Well Dressed?	Pre	26 (9/26)	26 (9/26)	.75	.82	.82	.88	.88	.92	.76	.84
	Post	40 (7/40)	27 (5/27)	.78	.44	.94	.78	.95	.81	.84	.50
Other:											
10. Negative Information	Pre	26 (3/26)	26 (4/26)	.25	.75	.88	.96	.88	.96	.33	.83
	Post	40 (2/40)	27 (2/27)	.50	.66	.97	.96	.98	.96	.66	.76

occurrence of this behavior. The student's scores (1=yes, 0=no) on the social behavior items were summed to give a total social score (item 11 in Table 3). The correlations on this total score were also quite high ranging from .60 to .95. The three dress measures (items 7, 8, and 9 in Table 2) were summed to give a dress total score (item 12 in Table 3). The correlations among the observers on this summary measure were reasonably high.

The level of agreement on the occurrence of negative information presented by the interviewee was considerably lower, ranging from .25 to .75 (Table 2). This appears to be related to the fact that very few students presented negative information about themselves during the interview. Consequently this measure was not used in later data analyses.

The level of agreement and the correlations on the number of qualifications mentioned, the number of positive comments in the interview, and the number of questions asked (shown in Table 3) were quite high with the index of agreement ranging from .77 to 1.0 and the correlation coefficients ranging from .91 to .98. The time measures (items 16 - 21) had correlations between observers ranging from .93 to 1.0. The time ratio measures (ratio of gaze to speech duration, ratio of gaze to interview duration, and ratio of speech to interview duration) were calculated in order to reduce the amount of variability among the subjects

on the time measures due to variability in the length of the interviews.

Items 22 to 24 in Table 3 are ratings by the observers of the student's performance in the employment interview in three areas - skill in the interview, likelihood of obtaining employment, and positiveness of presentation. Correlations between the observers on these ratings ranged from .53 to .86.

Demographic and Matching Variables

In assigning subjects to the treatment groups, the subjects were matched into groups of three on the basis of sex and English mark before random assignment occurred. As a check on the matching procedure analyses of variance were carried out to compare the treatment groups and classes in their composition by sex (1 - male, 2 - female), urban/rural home address of the student (1 - urban, 2 - rural) and English mark (as a percentage score). The mean scores on each of these variables and the associated F - tests and p values across treatment groups and across classes are shown in Table 4. The interaction terms in these 3x3 analyses of variance were not significant. The F - tests in these analyses and all subsequent analyses in this paper were adjusted for unequal cell sizes (ranging from 7 to 11 subjects per cell in this 3x3 design) by Overall and Spiegel's (1969) method 1. The matching procedure seems to have been successful in producing treatment groups with

similar numbers of males and females and similar average English marks. There were also no statistically significant differences among the groups in number of students with urban vs rural home address. There were differences, on the other hand, among the three classrooms. The three classes differed in the relative number of male and female students in each class, although this difference only approached statistical significance. There were no differences among the classes in the number of students with urban vs rural home address. Although the classes did not differ on the average English mark, class 3 differed from the other two in that it consisted of students who were taking a different, less academically demanding English course. Class 3 was also made up of students who had been brought together from separate grade twelve and grade eleven classes to participate in the research program, while the other two classes had only grade twelve students. Thus, comparison of English marks would be meaningful within a class (as when the matching was done) but comparison across classes would not be as meaningful. The classes also differed in size with a total of thirty students in class 1, twenty-three in class 2 and twenty-eight in class 3.

TABLE 3
INTEROBSERVER AGREEMENT ON
SUMMARY JOB INTERVIEW MEASURES

DEPENDENT MEASURE		AGREEMENT WITH OBS. 3		CORRELATION WITH OBS. 3	
		Obs. 1	Obs. 2	Obs. 1	Obs. 2
Summary Measures:					
11. Social Total (Sum 1-6)	Pre			.60	.81
	Post			.95	.95
12. Dress Total (Sum 7-9)	Pre			.90	.93
	Post			.90	.79
Content Measures:					
13. No. of Qualifications	Pre	.81	.85	.91	.96
	Post	.86.	.89	.95	.94
14. No. of Pos. Comments	Pre	.79	.77	.92	.91
	Post	.85	.84	.92	.95
15. No. of Questions	Pre	1.00	.80	.98	.98
	Post	.98	.83	.98	.92
Time Measures:					
16. Interview Time	Pre			1.00	1.00
	Post			1.00	1.00
17. Speech Time	Pre			1.00	1.00
	Post			.99	.99
18. Gaze Time	Pre			.99	.98
	Post			.97	.98
19. Ratio Gaze/Speech	Pre			.93	.96
	Post			.98	.95
20. Ratio Gaze/Int.	Pre			.92	.96
	Post			.98	.96
21. Ratio Speech/Int.	Pre			.97	.96
	Post			.95	.95
Observer Ratings:					
22. Skill	Pre			.78	.81
	Post			.69	.65
23. Likelihood Employment	Pre			.85	.60
	Post			.73	.53
24. Positiveness	Pre			.86	.69
	Post			.79	.55

TABLE 4
ANOVA ON DEMOGRAPHIC AND MATCHING VARIABLES
FOR TREATMENT GROUPS AND CLASSES

VARIABLE	GROUP MEAN			<u>F</u>	<u>p</u> less than
	Control	Traditional	Behavioral		
SEX	1.5	1.6	1.6	.03	.9670
URBAN/RURAL	1.1	1.0	1.2	2.19	.1194
ENGLISH MARK	67.3	67.7	67.4	.01	.9886

	CLASS MEAN			<u>F</u>	<u>p</u> less than
	1	2	3		
SEX	1.6	1.7	1.4	2.43	.0956
URBAN/RURAL	1.2	1.1	1.1	.81	.4490
ENGLISH Mark	68.1	68.6	65.9	.77	.4666

Job Application Measures

In order to allow for a multivariate analysis of covariance (MANCOVA) with the pretest measures as covariates it was necessary to reduce the number of job application measures to six or fewer - one less than the smallest cell (teaching group) size. This was done by considering both the presumed importance of each variable (whether, for example, it had been used in previous research) and the correlations among the measures at posttest (shown in Table 5). A number of measures that were highly correlated with other measures were eliminated - ratings of quality of information, overall impression, and quality of writing. The remaining measures (total information score, ratings of amount of information, likelihood of hiring, and neatness, and the crossout error score) were entered in the analysis.

A MANOVA was carried out on the pretest measures to establish whether there were any differences among the instructional groups before the program was started. In order to test the main experimental hypotheses planned comparisons were carried out. The omnibus test of the instructional approach effect was of no special interest and is not reported for this or for subsequent analyses. In the first comparison of interest, a MANOVA contrasting the traditional and behavioral groups combined versus the control group, there was no statistically significant difference, Multivariate $F(5,68) = 1.55, p < .19$. The

contrast of the traditional group with the behavioral group was also not statistically significant, Multivariate $F(5,68) = 59$, $p < .70$. There were statistically significant differences across classes, Multivariate $F(10,136) = 2.06$, $p < .0318$, and no significant instructional group by class interaction, Multivariate $F(20,226) = 1.03$, $p < .43$.

In the subsequent MANCOVA the test for violation of the assumption of parallelism of regression hyperplanes was not statistically significant, Multivariate $F(200,120) = 1.06$, $p < .37$, indicating that this assumption was not violated. The overall test of the regression analysis with the pretest measures as predictors was statistically significant, Multivariate $F(25,236) = 4.90$, $p < .0001$. The univariate tests associated with the regression analysis are shown in Table 6. These tests suggest that the covariates (the pretest measures) were associated with the posttest application measures at a statistically significant level for each of the measures except for the ratings of neatness. The mean scores for each group on the retained measures at pretest and posttest and after covariate adjustment are shown in Table 7.

In the MANCOVA contrasting the traditional and behavioral groups combined versus the control condition, there was no statistically significant difference, Multivariate $F(5,63) = 2.18$, $p < .07$. The comparison between the

TABLE 5
CORRELATIONS AMONG JOB APPLICATION MEASURES

	TOTAL INF.	AMT. INF.	QUAL. INF.	OVER- ALL	LIKELI. HIRE	QUAL. WRITE	NEAT- NESS	CROSS- OUT
Total Information	1.0							
Amount of Information	.84	1.0						
Quality of Information	.74	.79	1.0					
Overall Impression	.73	.83	.85	1.0				
Likelihood of Hiring	.71	.74	.72	.83	1.0			
Quality of Writing	.04	.11	.20	.34	.15	1.0		
Neatness	.11	.16	.25	.42	.30	.73	1.0	
Crossout Errors	.09	.04	-.06	-.09	-.08	-.25	-.41	1.0

TABLE 6
REGRESSION ANALYSIS WITH PRETEST MEASURES AS
PREDICTORS OF POSTTEST JOB APPLICATION MEASURES

POSTTEST MEASURE	MULT. R SQUARED	F(5,67)	p less than
Total Information	.51	14.08	.0001
Amount of Information	.35	7.31	.0001
Likelihood of Hiring	.28	5.33	.0004
Neatness	.11	1.68	.1500
Crossout Errors	.37	7.96	.0001

TABLE 7
 JOB APPLICATION MEASURES - MEANS FOR EACH GROUP AT
 PRETEST AND POSTTEST AND FOLLOWING
 COVARIATE ADJUSTMENT

MEASURE	GROUP		
	CONTROL	TRADITIONAL	BEHAVIORAL
Total Information			
Pretest	46.2	39.3	42.6
Posttest	46.9	47.2	48.5
Covariate Adjusted	47.3	47.1	48.8
Amount of Information			
Pretest	4.50	3.96	4.07
Posttest	4.46	4.52	4.57
Covariate Adjusted	4.52	4.51	4.56
Likelihood of Hiring			
Pretest	4.26	3.85	4.07
Posttest	4.08	4.44	4.32
Covariate Adjusted	4.10	4.43	4.35
Neatness			
Pretest	4.31	4.33	4.25
Posttest	4.12	4.26	4.00
Covariate Adjusted	4.10	4.25	4.04
Crossout Errors			
Pretest	.85	1.15	1.29
Posttest	1.19	.78	1.11
Covariate Adjusted	1.25	.76	1.08

traditional and behavioral groups was also not statistically significant, Multivariate $F(5,63) = 0.17, p < .97$. No significant differences were found across classes, Multivariate $F(10,126) = .86, p < .57$, although there was a significant instructional approach by class interaction, Multivariate $F(20,210) = 2.09, p < .0054$.

The finding of a significant interaction effect was followed by a simple main effects analysis to compare the instructional approaches for each class. It should be noted that these comparisons must be interpreted with caution because within each class the groups differed not only on instructional approach but also on the instructor who taught the course. The covariate adjusted means for each measure in each class and instructional approach are shown in Table 8. In the comparison of the traditional and behavioral groups combined with the control group, a significant difference was found only in class 2, Multivariate $F(5,63) = 2.66, p < .0305$. There was a significant difference between the traditional and behavioral groups only in class 1, Multivariate $F(5,63) = 2.48, p < .0410$. Due to the caution mentioned above and the fact that these differences each appeared in only one class, these differences were not investigated further and were not considered to add support to the experimental hypotheses.

Job Interview Measures

Interviewer ratings. The interviewers rated each student in nine areas: appropriateness of dress, appropriateness of grooming and personal appearance, anxiety, posture, statement of qualifications for the job, eye contact, attentiveness, overall skillfulness, and likelihood of obtaining employment. Again, in order to facilitate the data analysis this original group of variables was reduced by considering correlations among the measures at posttest and the presumed importance of each measure. Ratings of dress and grooming were highly correlated ($r = .89$), as were eye contact and attentiveness ($r = .86$), and overall skill and likelihood of obtaining employment ($r = .91$). Only the second variable in each pair was included in the analysis.

Once again a MANOVA was carried out on the pretest measures to establish whether there were any differences among the instructional groups before the program was started. A MANOVA contrasting the traditional and behavioral groups combined with the control group indicated that there was no significant difference, Multivariate $F(6,67) = .91$, $p < .49$. Similarly, there were no significant differences between the traditional and behavioral groups, Multivariate $F(6,67) = 1.39$, $p < .23$, no significant difference among classes, Multivariate $F(12,134) = .94$, $p < .51$, and no significant instructional group by class interaction, Multivariate $F(24,235) = .44$, $p < .99$.

TABLE 8
 JOB APPLICATION MEASURES - COVARIATE ADJUSTED
 MEAN FOR EACH INSTRUCTIONAL GROUP AND CLASS

MEASURE	GROUP		
	CONTROL	TRADITIONAL	BEHAVIORAL
Total Information			
Class 1	44.6	53.2	46.6
Class 2	52.0	51.4	52.6
Class 3	45.3	36.7	47.2
Amount of Information			
Class 1	4.10	5.00	4.90
Class 2	5.00	4.75	4.38
Class 3	4.44	3.78	4.40
Likelihood of Hiring			
Class 1	3.60	5.00	4.40
Class 2	4.14	4.63	4.75
Class 3	4.56	3.67	3.90
Neatness			
Class 1	4.10	4.60	4.00
Class 2	3.86	4.25	4.63
Class 3	4.33	3.89	3.50
Crossout Errors			
Class 1	.40	1.10	.60
Class 2	1.57	.50	.63
Class 3	1.78	.67	2.00

In the subsequent MANCOVA the six pretest measures were entered as covariates and the posttest measures were the dependent measures of interest. In this analysis the test for violation of the assumption of parallelism of regression hyperplanes was not statistically significant, Multivariate $F(288, 86) = 1.05$, $p < .40$, indicating that this assumption was not violated. The overall test of the regression analysis with the pretest measures as predictors was not statistically significant, Multivariate $F(36, 271) = 1.23$, $p < .19$. The univariate tests associated with the regression analysis are shown in Table 9. In spite of the modest association between the pretest and posttest ratings it was decided to continue with the covariate analysis because preliminary data analysis indicated that this provided a more powerful test of the hypotheses than an analysis using difference scores or posttest measures only.

The mean scores for each group on the retained measures at pretest and posttest and after covariate adjustment are shown in Table 10. When the traditional and behavioral groups combined were compared with the control condition in the MANCOVA a statistically significant difference was found, Multivariate $F(6, 61) = 2.87$, $p < .0159$. The traditional and behavioral approaches were also significantly different, Multivariate $F(6, 61) = 2.55$, $p < .0285$. Ratings differed significantly across classes, Multivariate $F(12, 122) = 2.11$, $p < .0210$, and there was no significant

instructional approach by class interaction, Multivariate $F(24,214) = 1.03, p < .43$. The significant differences across classes were not probed further and will not be discussed in any detail because there were no particular hypotheses about differences across classes.

The correlations among the interviewer rating measures included in the data analysis are shown in Table 11. It can be seen that many of the measures are quite highly intercorrelated. The discriminant analysis and the univariate analyses of covariance (ANCOVAS) related to the first comparison (between the traditional and behavioral approaches combined and the control condition) are shown in Table 12. The ANCOVA results reported here and with the following comparisons should be interpreted with caution as they are not independent of each other because correlations among the dependent measures (Kaplan & Litrownik, 1977). An examination of the discriminant function coefficients suggests that the linear combination of variables that the best differentiates among the groups in this comparison is weighted most heavily (in descending order) on ratings of likelihood of employment, grooming, and attentiveness in one direction, and on statement of qualifications in the other direction. An examination of the ANCOVA results suggests a similar group of variables although there are also significant differences on posture and the difference on statement of qualifications is not statistically significant in a univariate test. Once again, this difference in the

suggested importance of various variables is due to the pattern of intercorrelations among the variables. Considering the results of these analyses, an examination of the covariate adjusted means (shown in Table 10) indicates that students in the traditional and behavioral approaches (combined) had higher ratings in grooming, attentiveness, and likelihood of employment than students in the control condition.

The discriminant analysis and the ANCOVAS related to the comparison of the traditional group with the behavioral group are shown in Table 13. An examination of the discriminant function coefficients suggests that the linear combination of dependent variables that best differentiates between the groups in this comparison is weighted most heavily on ratings of statement of qualifications in one direction and likelihood of employment (with a smaller weighting in the opposite direction). Considering this analysis, an examination of the covariate adjusted means (shown in Table 11) indicates that students in the traditional group were given higher ratings on statement of qualifications while students in the behavioral group were given higher ratings on likelihood of obtaining employment. The ANCOVA results indicate that there was a statistically significant difference between the groups on the rating of statement of qualifications. The difference on likelihood of employment was not statistically significant in a univariate test, however.

TABLE 9
 REGRESSION ANALYSIS WITH PRETEST MEASURES AS
 PREDICTORS OF POSTTEST INTERVIEWER RATINGS

POSTTEST RATING	MULT. R SQUARED	F(6,66)	p less than
Grooming	.16	2.10	.0655
Anxiety	.13	1.65	.1480
Posture	.04	.46	.8349
Statement of Qualifications	.16	2.08	.0678
Attentiveness	.14	1.84	.1040
Likelihood Employment	.19	2.59	.0258

TABLE 10
 INTERVIEWER RATINGS - MEANS FOR EACH GROUP AT PRETEST
 AND POSTTEST AND FOLLOWING COVARIATE
 ADJUSTMENT

RATING	GROUP		
	CONTROL	TRADITIONAL	BEHAVIORAL
Grooming			
Pretest	4.69	4.41	4.96
Posttest	4.00	4.56	4.57
Covariate Adjusted	3.99	4.53	4.58
Anxiety ^a			
Pretest	5.15	4.19	4.79
Posttest	4.39	4.44	4.57
Covariate Adjusted	4.43	4.47	4.58
Posture			
Pretest	4.65	4.41	4.82
Posttest	4.15	4.59	4.71
Covariate Adjusted	4.16	4.58	4.73
Statement of Qualifications			
Pretest	4.62	4.11	4.82
Posttest	4.87	5.04	4.32
Covariate Adjusted	4.79	5.01	4.33
Attentiveness			
Pretest	5.35	4.52	5.46
Posttest	4.50	4.93	5.36
Covariate Adjusted	4.44	4.93	5.34
Likelihood Employment			
Pretest	5.35	4.48	5.14
Posttest	4.62	5.04	5.39
Covariate Adjusted	4.55	5.02	5.35

^a Higher scores indicate lower rated anxiety.

TABLE 11
CORRELATIONS AMONG THE INTERVIEWER RATINGS

	GROOMING	ANXIETY	POSTURE	QUAL.	ATTENT.	EMPLOY.
Grooming	1.0					
Anxiety	.21	1.0				
Posture	.54	.54	1.0			
Qualifications	.10	.41	.28	1.0		
Attentiveness	.19	.53	.54	.53	1.0	
Likelihood Employment	.32	.65	.55	.62	.77	1.0

TABLE 12
DISCRIMINANT ANALYSIS AND ANCOVA COMPARING THE
CONTROL CONDITION WITH THE TRADITIONAL/BEHAVIORAL
COMBINATION ON INTERVIEWER RATINGS

DISCRIMINANT FUNCTION COEFFICIENTS			
RATING	STANDARDIZED COEFFICIENT		
Grooming	-.55		
Anxiety	.38		
Posture	.11		
Qualifications	.61		
Attentiveness	-.54		
Likelihood Employment	-.83		

ANCOVA			
RATING	<u>F</u>	<u>df</u>	<u>p less than</u>
Multivariate Composite	2.87	6,61	.0159
Grooming	7.09	1,66	.0098
Anxiety	.50	1,66	.4813
Posture	4.61	1,66	.0355
Qualifications	.06	1,66	.8093
Attentiveness	6.34	1,66	.0143
Likelihood Employment	6.59	1,66	.0126

TABLE 13
 DISCRIMINANT ANALYSIS AND ANCOVA COMPARING THE
 TRADITIONAL APPROACH WITH THE BEHAVIORAL APPROACH
 ON INTERVIEWER RATINGS

DISCRIMINANT FUNCTION COEFFICIENTS			
RATING	STANDARDIZED COEFFICIENT		
Grooming	.34		
Anxiety	.14		
Posture	-.12		
Qualifications	1.36		
Attentiveness	-.21		
Likelihood Employment	-.82		

ANCOVA			
RATING	<u>F</u>	<u>df</u>	<u>p less than</u>
Multivariate Composite	2.55	6,61	.0285
Grooming	.32	1,66	.5712
Anxiety	.03	1,66	.8518
Posture	.04	1,66	.8395
Qualifications	7.86	1,66	.0067
Attentiveness	.01	1,66	.9220
Likelihood of Employment	.00	1,66	.9898

Self-ratings. Following each simulated interview students rated themselves on: anxiety before the interview, anxiety during the interview, overall skillfulness, and likelihood of obtaining employment. A MANOVA was carried out on the pretest measures to establish whether there were any differences among the instructional groups before the program was started. There was no significant difference in the contrast of the traditional and behavioral groups combined with the control group, Multivariate $F(4,69) = .10$, $p < .98$, and no significant difference between the traditional and behavioral groups, Multivariate $F(4,69) = 1.40$, $p < .24$. There was a borderline significant instructional group by class interaction, Multivariate $F(16,211) = 1.65$, $p < .0578$, however, in addition to the significant difference among classes, Multivariate $F(8,138) = 2.47$, $p < .0156$. The interaction was investigated further by a simple main effects analysis comparing the instructional groups within each class. The main effects analysis revealed a borderline statistically significant difference only for the comparison between the traditional and behavioral groups in class 2, Multivariate $F(4,69) = 2.14$, $p < .0850$. The discriminant analysis and the ANOVAS related to this comparison are shown in Table 14. An examination of the discriminant function coefficients for this comparison suggests that the linear combination of variables that best differentiates for this comparison is weighted most heavily

on anxiety before the interview and skillfulness. The ANOVA results indicate a statistically significant difference in the univariate analyses for anxiety before the interview, anxiety during the interview (borderline) and skillfulness.

Since this difference occurred in three of the four self-rating variables and since it was found for only one comparison in one class it was decided that rather than eliminating the variables with pretest differences the covariate analysis with all four variables would be used and any significant differences would be interpreted with the pretest difference in mind.

Once again, values were entered as covariates and the posttest values were the dependent measures of interest in a MANCOVA. In this analysis the test for violation of the assumption of parallelism of regression hyperplanes was not statistically significant, Multivariate $F(128,134) = .96, p < .58$. The overall test of the regression analysis with the pretest measures as predictors was statistically significant, Multivariate $F(16,199) = 3.11, p < .0001$. The univariate tests associated with the regression analysis are shown in Table 15. These tests suggest that the covariates are significantly related to all of the self-ratings except the rating of skill.

TABLE 14
 DISCRIMINANT ANALYSIS AND ANOVA COMPARING THE
 TRADITIONAL AND BEHAVIORAL APPROACHES ON PRETEST
 SELF-RATINGS FOR CLASS 2

DISCRIMINANT FUNCTION COEFFICIENTS			
RATING	STANDARDIZED COEFFICIENT		
Anxiety Before	-.62		
Anxiety During	-.16		
Skillfulness	-.70		
Likelihood of Employment	.00		

ANOVA			
RATING	<u>F</u>	<u>df</u>	<u>p less than</u>
Multivariate Composite	2.14	4,69	.0850
Anxiety Before	4.25	1,72	.0429
Anxiety During	2.97	1,72	.0893
Skillfulness	4.19	1,72	.0443
Likelihood of Employment	1.11	1,72	.2947

TABLE 15
REGRESSION ANALYSIS WITH PRETEST MEASURES
AS PREDICTORS OF INTERVIEW SELF-RATINGS

POSTTEST RATING	MULT. R SQUARED	F(4,68)	p less than
Anxiety Before	.28	6.71	.0002
Anxiety During	.21	4.54	.0027
Skillfulness	.11	2.08	.0922
Likelihood of Employment	.15	2.92	.0274

The mean scores on the self-ratings for each instructional approach at pretest, posttest, and after covariate adjustment are shown in Table 16. The comparison of traditional and behavioral groups combined with the control condition was not statistically significant, Multivariate $F(4,65) = 1.27$, $p < .29$. Similarly, the comparison between the traditional and behavioral approaches did not reveal a statistically significant difference, Multivariate $F(4,65) = .85$, $p < .50$. Ratings differed significantly across classes, Multivariate $F(8,130) = 3.59$, $p < .0009$, but there was no significant instructional approach by class interaction, Multivariate $F(16,199) = 1.44$, $p < .13$.

Objective measures. In order to facilitate the data analysis it was necessary to reduce the eight original summary measures to a total of six measures to be included in the analysis. In deciding which measures to include the correlations among the measures at posttest (shown in Table 17) and the presumed importance of each measure were considered. The ratio of gaze duration to speech duration was highly correlated with the ratio of gaze to interview duration ($r = .86$). Only the second measure was included in the analysis. Dress total was also eliminated from the data analysis. It is interesting to note that the correlations among the objective measures were considerably smaller for the most part than the correlations among the interviewer ratings suggesting that the objective measures were tapping relatively independent aspects of behavior. A MANOVA was

carried out on the pretest measures to establish whether there were any differences among the instructional groups before the program was started. There was no significant difference in the contrast of the traditional and behavioral groups combined with the control group, Multivariate $F(6,67) = .87, p < .52$, and no significant difference between the traditional and behavioral groups, Multivariate $F(6,67) = .79, p < .58$. There was a significant difference among the classes, Multivariate $F(12,134) = 2.08, p < .02$, and no significant instructional group by class interaction, Multivariate $F(24,235) = .79, p < .75$.

For the six remaining measures the pretest values were entered as covariates and the posttest values were the dependent measures of interest in a MANCOVA. In this analysis the test for violation of the assumption of parallelism of regression hyperplanes was not statistically significant, Multivariate $F(288,86) = 1.04, p < .41$. The overall test of the regression analysis with the pretest measures as predictors was statistically significant, Multivariate $F(36,271) = 5.17, p < .0001$. The univariate tests associated with the regression analysis are shown in Table 18.

TABLE 16
 INTERVIEW SELF RATINGS - MEANS FOR EACH GROUP
 AT PRETEST AND POSTTEST AND FOLLOWING COVARIATE
 ADJUSTMENT

RATING	GROUP		
	CONTROL	TRADITIONAL	BEHAVIORAL
Anxiety Before ^a			
Pretest	4.31	3.93	4.61
Posttest	5.00	4.74	5.39
Covariate Adjusted	5.13	4.81	5.42
Anxiety During ^a			
Pretest	3.81	3.63	3.89
Posttest	4.46	4.33	4.57
Covariate Adjusted	4.56	4.36	4.63
Skillfulness			
Pretest	4.23	4.15	4.21
Posttest	3.92	4.37	4.46
Covariate Adjusted	3.94	4.39	4.47
Likelihood of Employment			
Pretest	4.58	4.48	4.46
Posttest	4.39	4.70	4.68
Covariate Adjusted	4.40	4.73	4.67

^a Higher scores indicate lower rated anxiety.

TABLE 17
CORRELATIONS AMONG INTERVIEW OBJECTIVE MEASURES

	QUAL.	POS. COMM.	QUES- TIONS	SOCIAL TOTAL	DRESS TOTAL	GAZE/ SPEECH	GAZE/ INTERV.	SPEECH/ INTERV.
Qualifications	1.0							
Positive Comments	.23	1.0						
Questions	.38	.31	1.0					
Social Total	.25	.41	.20	1.0				
Dress Total	.09	.11	-.03	-.17	1.0			
Ratio Gaze/Speech	-.11	-.09	-.05	.12	.01	1.0		
Ratio Gaze/Interview	.03	.03	.00	.16	.18	.86	1.0	
Ratio Speech/Interview	.27	.17	.13	.20	.04	-.62	-.19	1.0

TABLE 18
 REGRESSION ANALYSIS WITH PRETEST MEASURES AS
 PREDICTORS OF POSTTEST OBJECTIVE INTERVIEW MEASURES

VARIABLE	MULT. R SQUARED	F(6,66)	p less than
No. of Qualifications	.39	7.03	.0001
No. of Positive Comments	.09	1.14	.3507
No. of Questions	.16	2.06	.0704
Social Total	.51	11.32	.0001
Ratio Gaze/Interview	.46	9.42	.0001
Ratio Speech/Interview	.22	3.06	.0107

The mean scores for each instructional approach on each measure at pretest and posttest and after covariate adjustment are shown in Table 19. The comparison of the traditional and behavioral groups combined with the control condition was statistically significant, Multivariate $F(6,61) = 6.01, p < .0001$. The traditional and behavioral approaches also differed on these measures, Multivariate $F(6,61) = 7.81, p < .0001$. There were statistically significant differences across classes, Multivariate $F(12,122) = 2.02, p < .0281$, and no statistically significant instructional approach by class interaction, Multivariate $F(24,214) = .79, p < .75$.

The discriminant analysis and the ANCOVAS related to the first comparison (between the traditional and behavioral approaches combined and the control condition) are shown in Table 20. An examination of the discriminant function coefficients suggests that the linear combination of variables that best differentiates among the groups in this comparison is most heavily weighted on the social total measure with smaller weightings in the opposite direction on number of positive comments and number of questions asked. Considering this analysis, an examination of the covariate adjusted means (Table 19) indicates that students in the traditional and behavioral groups (combined) had a higher social score than students in the control condition while students in the control condition made more positive

comments and asked more questions. The ANCOVA results indicate that there was a statistically significant difference in the univariate analyses only for the social total variable.

The discriminant analysis and the ANCOVAS related to the comparison of the traditional approach with the behavioral approach are shown in Table 21. An examination of the discriminant function coefficients suggests that the linear combination of variables that best differentiates between the groups is weighted most heavily on the social total measure with small weightings on number of positive comments (in the opposite direction) and ratio of gaze duration to interview duration. Considering this discriminant analysis, an examination of the covariate adjusted means (shown in Table 19) indicates that students in the behavioral group had a higher social score, made more positive comments, and gazed at the interviewer for a relatively longer period of time during the interview. The ANCOVA results indicate that there was a statistically significant difference in the univariate analyses for the social total and gaze variables.

TABLE 19
 INTERVIEW OBJECTIVE MEASURES - MEANS FOR EACH GROUP
 AT PRETEST AND POSTTEST AND FOLLOWING COVARIATE ADJUSTMENT

VARIABLE	GROUP		
	CONTROL	TRADITIONAL	BEHAVIORAL
No. of Qualifications			
Pretest	4.50	4.70	5.36
Posttest	5.23	5.93	6.14
Covariate Adjusted	5.29	5.93	6.09
No. of Positive Comments			
Pretest	5.19	4.37	4.21
Posttest	5.08	4.19	4.57
Covariate Adjusted	5.00	4.20	4.57
No. of Questions			
Pretest	.58	.74	.46
Posttest	1.23	.68	1.00
Covariate Adjusted	1.20	.64	1.01
Social Total			
Pretest	1.58	1.52	1.68
Posttest	1.54	1.78	3.61
Covariate Adjusted	1.56	1.78	3.56
Ratio Gaze/Interview			
Pretest	.44	.43	.46
Posttest	.47	.43	.52
Covariate Adjusted	.47	.42	.51
Ratio Speech/Interview			
Pretest	.50	.45	.46
Posttest	.50	.49	.51
Covariate Adjusted	.50	.50	.50

TABLE 20
DISCRIMINANT ANALYSIS AND ANCOVA COMPARING THE
CONTROL CONDITION WITH THE TRADITIONAL/BEHAVIORAL
COMBINATION ON INTERVIEW OBJECTIVE MEASURES

DISCRIMINANT FUNCTION COEFFICIENTS			
VARIABLE	STANDARDIZED COEFFICIENT		
No. of Qualifications	.32		
No. of Positive Comments	.56		
No. of Questions	-.48		
Social Total	1.10		
Ratio Gaze/Interview	.03		
Ratio Speech/Interview	.13		

ANCOVA			
VARIABLE	<u>F</u>	<u>df</u>	<u>p less than</u>
Multivariate Composite	6.01	6,61	.0001
No. of Qualifications	.67	1,66	.4176
No. of Pos. Comments	.22	1,66	.6431
No. of Questions	1.66	1,66	.2017
Social Total	20.41	1,66	.0001
Ratio Gaze to Interview	.00	1,66	.9567
Ratio Speech to Interview	.97	1,66	.3281

TABLE 21
DISCRIMINANT ANALYSIS AND ANCOVA COMPARING THE
TRADITIONAL APPROACH WITH THE BEHAVIORAL APPROACH
ON INTERVIEW OBJECTIVE MEASURES

DISCRIMINANT FUNCTION COEFFICIENTS			
VARIABLE	STANDARDIZED COEFFICIENT		
No. of Qualifications	-.02		
No. of Positive Comments	-.47		
No. of Questions	.03		
Social Total	1.07		
Ratio Gaze/Interview	.34		
Ratio Speech/Interview	.08		

ANCOVA			
VARIABLE	<u>F</u>	<u>df</u>	<u>p less than</u>
Multivariate Composite	7.81	6,61	.0001
No. of Qualifications	.15	1,66	.7038
No. of Pos. Comments	.61	1,66	.4376
No. of Questions	3.54	1,66	.0645
Social Total	37.99	1,66	.0001
Ratio Gaze to Interview	5.26	1,66	.0251
Ratio Speech to Interview	.45	1,66	.5052

Interview social behaviors. In order to investigate which of the specific social behaviors were contributing to the differences among the groups on the social total score an analysis was carried out on the six component social behaviors. Due to the large number of zero values at pretest (for example, none of the students shook the interviewer's hand or mentioned her name and only one student introduced herself or himself), it was not possible to perform the mathematical operations required for the pretest MANOVA or the MANCOVA. Consequently difference scores were calculated for each measure (posttest value minus pretest) and the resulting scores were used in a multivariate analysis of variance (MANOVA).

The mean scores for each instructional approach at pretest and posttest and the mean difference scores for the social measures are shown in Table 22. The correlations among the social behavior measures at posttest and their correlations with the social total score are shown in Table 23. The comparison of the traditional and behavioral groups combined with the control condition was statistically significant, Multivariate $F(6,67) = 4.71, p < .0005$, as was the comparison between the traditional and behavioral approaches, Multivariate $F(6,67) = 8.32, p < .0001$. In addition, there were statistically significant differences across classes, Multivariate $F(12,134) = 2.42, p < .0073$. The finding of differences among the instructional approaches

was qualified, however, by a statistically significant instructional approach by class interaction, Multivariate $F(24,235) = 2.12, p < .0024$.

This significant interaction term was investigated further by a simple main effects analysis comparing the instructional approaches for each class. The mean difference scores for each measure and instructional approach in each class are shown in Table 24. The comparison of the traditional and behavioral groups combined with the control condition was significant for class 1, Multivariate $F(6,67) = 3.61, p < .0032$, and for class 3, Multivariate $F(6,67) = 4.61, p < .0006$. This comparison was not significant for class 2, Multivariate $F(6,67) = 1.56, p < .17$. Similarly, the traditional approach differed significantly from the behavioral approach for class 1, Multivariate $F(6,67) = 6.19, p < .0001$, and for class 3, Multivariate $F(6,67) = 5.70, p < .0001$, but not for class 2, Multivariate $F(6,67) = 1.58, p < .17$.

The discriminant analysis and the ANOVAS related to the first comparison (traditional and behavioral approaches versus control condition) in classes 1 and 3 are shown in Table 25. An examination of the discriminant function coefficients for class 1, suggests that the linear combination of variables that best differentiates for this comparison is weighted most heavily on shaking hands, mentioning the interviewer's name, sitting appropriately, and introducing self. The ANOVA results for class 1

indicate statistically significant difference in the univariate analyses for shaking hands, mentioning the interviewer's name, and sitting appropriately. Considering these analyses, an examination of the class 1 means shown in Table 24 suggests that students in the behavioral and traditional groups shook the interviewer's hand, mentioned the interviewer's name, and were rated as sitting appropriately. In the case of the first two behaviors this difference is actually due exclusively to the behavioral group.

An examination of the discriminant function for class 3 suggests that the linear combination of variables that best differentiates for the comparison of the control group with the behavioral and traditional groups combined is weighted most heavily on the shaking hands variable with smaller weightings on the introducing self and call back ending variables. The ANOVA results for class 3 indicate statistically significant differences in the univariate analyses for shaking hands and call back ending. Considering these analyses an examination of the class 3 means shown in Table 24 suggests that students in the behavioral and traditional groups combined more frequently shook hands, introduced themselves, and used a call back ending. For all three behaviors this difference appears to be due for the most part to students in the behavioral group.

The discriminant analyses and the ANOVAS related to the comparison between the traditional and behavioral approaches in classes 1 and 3 are shown in Table 26. An examination of

the discriminant function coefficients for class 1 suggests that the linear combination of variables that best differentiates for this comparison is weighted most heavily on shaking hands, mentioning the interviewer's name, and introducing self. The ANOVA results for class 1 indicate a statistically significant difference in the univariate analyses for the same three variables. Considering these analyses, an examination of the class 1 means shown in Table 24 suggests that students in the behavioral condition performed each of these behaviors more frequently.

The discriminant function for class 3 indicates that the linear combination of variables that best differentiates between the traditional and behavioral approaches is weighted most heavily shaking hands and call back ending. The ANOVA results for class 3 indicate statistically significant differences for introducing self, shaking hands, mentioning the interviewer's name, and using a call back ending. Considering these analyses an examination of the class 3 means shown in Table 24 indicate that students in the behavioral condition more frequently introduced themselves, shook hands, mentioned the interviewer's name, and used a call back ending.

TABLE 22
 INTERVIEW SOCIAL BEHAVIORS - MEANS FOR EACH GROUP
 AT PRETEST AND POSTTEST AND MEAN DIFFERENCE SCORE

BEHAVIOR	GROUP		
	CONTROL	TRADITIONAL	BEHAVIORAL
Introduce Self			
Pretest	.00	.00	.04
Posttest	.04	.04	.50
Difference	.04	.04	.46
Shake Hands			
Pretest	.00	.00	.00
Posttest	.00	.07	.54
Difference	.00	.07	.54
Interviewer's Name			
Pretest	.00	.00	.00
Posttest	.00	.00	.43
Difference	.00	.00	.43
Sitting Appropriately			
Pretest	.96	.93	.96
Posttest	.92	.96	1.00
Difference	-.04	.03	.04
Call Back Ending			
Pretest	.00	.00	.04
Posttest	.00	.00	.25
Difference	.00	.00	.21
Thank Interviewer			
Pretest	.62	.59	.64
Posttest	.58	.70	.89
Difference	-.04	.11	.25

TABLE 23
CORRELATIONS AMONG SOCIAL BEHAVIOR MEASURES

	Intro. Self	Shake Hands	Int. Name	Sit. Approp.	Call Back	Thank Int.	Social Total
Introduce Self	1.0						
Shake Hands	.61	1.0					
Interviewer's Name	.38	.20	1.0				
Sitting Appropriately	.02	.01	.00	1.0			
Call Back Ending	.22	.33	.00	.00	1.0		
Thank Interviewer	.11	.11	.13	.13	.09	1.0	
Social Total	.72	.70	.52	.25	.25	.56	1.0

TABLE 24
 INTERVIEW SOCIAL BEHAVIORS - MEAN DIFFERENCE SCORE
 FOR EACH INSTRUCTIONAL GROUP AND EACH CLASS

BEHAVIOR	GROUP		
	CONTROL	TRADITIONAL	BEHAVIORAL
Introduce Self			
Class 1	.00	.00	.40
Class 2	.00	.00	.38
Class 3	.11	.11	.60
Shake Hands			
Class 1	.00	.00	.60
Class 2	.00	.00	.13
Class 3	.00	.22	.80
Interviewer's Name			
Class 1	.00	.00	.60
Class 2	.00	.00	.38
Class 3	.00	.00	.30
Sitting Appropriately			
Class 1	.10	.20	.10
Class 2	.14	-.13	.00
Class 3	-.11	.00	.00
Call Back Ending			
Class 1	.00	.00	.10
Class 2	.00	.00	.00
Class 3	.00	.00	.50
Thank Interviewer			
Class 1	-.30	-.10	.20
Class 2	-.14	.50	.25
Class 3	.33	.00	.30

TABLE 25

105

DISCRIMINANT ANALYSIS AND ANOVA COMPARING THE
CONTROL CONDITION WITH TRADITIONAL AND BEHAVIORAL
GROUPS COMBINED ON INTERVIEW SOCIAL BEHAVIORS
FOR CLASSES 1 AND 3

DISCRIMINANT FUNCTION COEFFICIENTS				
BEHAVIOR	STANDARDIZED COEFFICIENTS			
	CLASS 1		CLASS 3	
Introduce Self	.49		.46	
Shake Hands	-.73		-1.03	
Interviewer's Name	-.62		-.22	
Sitting Appropriately	-.55		-.30	
Call Back Ending	-.10		-.42	
Thank Interviewer	-.37		.17	

ANOVA				
BEHAVIOR	CLASS 1		CLASS 3	
	F(1,72)	p less than	F(1,72)	p less than
Introduce Self	1.84	.1796	2.79	.0995
Shake Hands	6.72	.0116	18.94	.0001
Interviewer's Name	6.78	.0113	1.72	.1939
Sitting Appropriately	4.98	.0288	.90	.3456
Call Back Ending	.22	.6388	5.64	.0203
Thank Interviewer	3.45	.0675	.79	.3761

TABLE 26

DISCRIMINANT ANALYSIS AND ANOVA COMPARING THE
TRADITIONAL AND BEHAVIORAL
APPROACHES ON INTERVIEW SOCIAL BEHAVIORS FOR CLASSES 1 AND 3

DISCRIMINANT FUNCTION COEFFICIENTS				
BEHAVIOR	STANDARDIZED COEFFICIENTS			
	CLASS 1		CLASS 3	
Introduce Self	.53		.19	
Shake Hands	-.85		-.72	
Interviewer's Name	-.74		-.28	
Sitting Appropriately	.00		-.09	
Call Back Ending	-.12		-.63	
Thank Interviewer	-.24		-.19	

ANOVA				
BEHAVIOR	CLASS 1		CLASS 3	
	F(1,72)	p less than	F(1,72)	p less than
Introduce Self	5.51	.0217	8.07	.0059
Shake Hands	20.15	.0001	18.80	.0001
Interviewer's Name	20.33	.0001	4.98	.0287
Sitting Appropriately	.60	.4420	.00	.9775
Call Back Ending	.67	.4170	16.34	.0002
Thank Interviewer	1.90	.1724	1.73	.1930

Observer ratings. In addition to collecting the objective measures from the job interview videotapes, the research assistants rated the interviewers in three areas: overall skillfulness, likelihood of obtaining employment, and positiveness of presentation. A MANOVA on the pretest ratings indicated that although there was no significant difference in the contrast of the traditional and behavioral groups combined with the control group, Multivariate $F(3,70) = 1.72, p < .17$, there was a significant difference between the traditional and behavioral groups, Multivariate $F(3,70) = 4.36, p < .0072$. There was also a significant difference among the the classes, Multivariate $F(6,140) = 2.57, p < .0216$, and no significant instructional group by class interaction, Multivariate $F(12,185) = .50, p < .92$. The discriminant analysis and the ANOVAS related to the comparison between the traditional and behavioral groups are shown in Table 27. The ANOVA results indicate a statistically significant difference in the univariate analyses for the rating of skillfulness. This variable was removed from the subsequent analyses and the MANOVA was repeated on the pretest ratings of likelihood of obtaining employment and positiveness of presentation. With this reduced set of variables there was no significant difference in the contrast of the traditional and behavioral groups combined with the control group, Multivariate $F(2,71) = 1.41, p < .25$, and no difference between the traditional and behavioral groups, Multivariate $F(2,71) = .73, p < .48$.

TABLE 27

108

DISCRIMINANT ANALYSIS AND ANOVA COMPARING THE
TRADITIONAL AND BEHAVIORAL APPROACHES ON
PRETEST OBSERVER RATINGS

DISCRIMINANT FUNCTION COEFFICIENTS			
RATING	STANDARDIZED COEFFICIENTS		
Skillfulness	-2.16		
Likelihood of Employment	.36		
Positiveness	1.47		

ANOVA			
RATING	<u>F</u>	<u>df</u>	<u>p</u> less than
Multivariate Composite	4.36	3,70	.0072
Skillfulness	4.76	1,72	.0324
Likelihood of Employment	1.12	1,72	.2940
Positiveness	.21	1,72	.6455

The pretest values for these variables were then entered as covariates and the posttest values were the dependent measures of interest in a MANCOVA. In this analysis the test for violation of the assumption of parallelism of regression hyperplanes was not statistically significant, Multivariate $F(32,106) = .50, p < .99$. The overall test of the regression analysis with the pretest measures as predictors was also statistically significant, Multivariate $F(4,138) = 2.58, p < .0404$. The univariate tests associated with the regression analysis are shown in Table 28. The mean scores for each group at pretest and posttest and following covariate adjustment are shown in Table 29. When the traditional and behavioral groups combined were compared with the control group in the MANCOVA, no statistically significant difference was found, Multivariate $F(2,69) = 1.23, p < .30$. Similarly, no difference was found between the traditional and behavioral groups, Multivariate $F(2,69) = 1.26, p < .29$. Ratings did not differ across classes, Multivariate $F(4,138) = .19, p < .94$ and there was no significant instructional approach by class interaction, Multivariate $F(8,138) = .99, p < .45$.

TABLE 28

REGRESSION ANALYSIS WITH PRETEST MEASURES AS
PREDICTORS OF POSTTEST OBSERVER RATINGS

RATING	MULT. R SQUARED	F(3,68)	p less than
Likelihood of Employment	.25	2.26	.1119
Positiveness	.31	3.79	.0274

TABLE 29
 INTERVIEW OBSERVER RATINGS - MEANS FOR EACH GROUP
 AT PRETEST AND POSTTEST AND FOLLOWING COVARIATE
 ADJUSTMENT

RATING	GROUP		
	CONTROL	TRADITIONAL	BEHAVIORAL
Skillfulness ^a			
Pretest	3.92	3.33	4.11
Posttest	4.58	4.19	5.11
Likelihood of Employment			
Pretest	4.31	3.78	4.21
Posttest	4.65	4.56	5.36
Covariate Adjusted	4.64	4.56	5.33
Positiveness			
Pretest	4.31	3.67	3.89
Posttest	4.69	4.41	5.18
Covariate Adjusted	4.70	4.41	5.16

^a This rating was not included in the covariate data analysis.

Relationship between objective measures and interviewer's employment rating.

In considering the various job interview measures it was of interest to examine the relationship between the objective measures and the ratings by interviewers who were trained in personnel selection. Of particular interest was the rating of "likelihood of obtaining employment". The correlations between the interview summary measures and the interviewer's employment rating at pretest and posttest are shown in Table 30. At pretest the rating was most highly correlated with ratio of speech duration to interview duration ($r = .47$), a measure of the proportion of time that the interviewee was speaking during the interview. There were also modest correlations with number of positive comments during the interview ($r = .29$) and the social total score ($r = .24$). At posttest employment rating was modestly correlated with a number of objective measures: number of qualifications mentioned ($r = .39$), ratio of speech to interview duration ($r = .32$), and social total score ($r = .25$).

In order to further evaluate these relationships, particularly considering the correlations among the objective measures, a stepwise multiple linear regression analysis was carried out at pretest and at posttest with the objective measures as predictors of employment rating. The variable with the highest F-to-enter was entered first and the steps were continued until none of the remaining variables had an F-to-enter of 2.00 or larger. The results of these analyses are shown in Table 31. Data from all 81

students were included in these analyses. At pretest only ratio of speech duration to interview duration (step 1) and ratio of gaze duration to interview duration (step 2) were included in the resulting regression equation. These two variables produced a multiple correlation (R) of .49 resulting in a proportion of variance accounted for (R^2) of .24. At posttest four variables were included in the equation: number of qualifications (step 1), ratio of gaze duration to interview duration (step 2), ratio of speech to interview duration (step 3), and social total (step 4). The resulting multiple R was .56 with a proportion of variance accounted for of .31.

A similar analysis was carried out with the social behavior measures. The correlations between the social behavior measures and the employment rating at pretest and posttest are shown in Table 32. The correlations at pretest are rather low which is not surprising considering the low rate of occurrence of many of the behaviors (introducing self, shaking hands, mentioning the interviewer's name, and use of a call back ending) and the very high rate of occurrence of sitting appropriately. At posttest employment rating correlated modestly with thanking the interviewer ($r = .31$), shaking hands ($r = .24$), and mentioning the interviewer's name ($r = .23$).

TABLE 30
CORRELATION BETWEEN OBJECTIVE INTERVIEW MEASURES
AND INTERVIEWER RATING OF LIKELIHOOD OF EMPLOYMENT
AT PRETEST AND POSTTEST

VARIABLE	CORRELATION WITH EMPLOYMENT RATING	
	PRETEST	POSTTEST
No. of Qualifications	.18	.39
No. of Positive Comments	.29	.13
No. of Questions	.03	.18
Social Total	.24	.25
Ratio Gaze/Interview	.15	.32
Ratio Speech/Interview	.47	.32

TABLE 31

STEPWISE MULTIPLE REGRESSION ANALYSIS WITH INTERVIEW
OBJECTIVE MEASURES AS PREDICTORS OF INTERVIEWER
EMPLOYMENT RATINGS AT PRETEST AND POSTTEST

PRETEST					
VARIABLE	STEP	MULT. <u>R</u>	MULT. <u>R</u> ²	INCREASE IN <u>R</u> ²	F-TO- ENTER
Ratio Speech/Interview	1	.47	.22	.22	21.86
Ratio Gaze/Interview	2	.49	.24	.02	2.43
POSTTEST					
VARIABLE	STEP	MULT. <u>R</u>	MULT. <u>R</u> ²	INCREASE IN <u>R</u> ²	F-TO- ENTER
No. of Qualifications	1	.39	.15	.15	14.32
Ratio Gaze/Interview	2	.46	.21	.06	5.74
Ratio Speech/Interview	3	.54	.29	.08	8.46
Social Total	4	.56	.31	.02	2.42

CORRELATION BETWEEN INTERVIEW SOCIAL BEHAVIORS AND
INTERVIEWER RATING OF LIKELIHOOD OF EMPLOYMENT AT
PRETEST AND POSTTEST

SOCIAL BEHAVIOR	CORRELATION WITH EMPLOYMENT RATING	
	PRETEST	POSTTEST
Introduce Self	.08	.18
Shake Hands	.00	.24
Interviewer's Name	.00	.23
Sitting Appropriately	.13	.09
Call Back Ending	.17	.14
Thank Interviewer	.16	.31

The stepwise multiple linear regression analyses with the social behavior measures at pretest and posttest as predictors of employment rating are shown in Table 33. The relationship among the variables at pretest was very weak with a proportion of variance accounted for of .03. At posttest two variables were entered in the equation: thanking the interviewer (step 1) and shaking the interviewer's hand (step 2). Here the multiple R was .35 and the proportion of variance accounted for .12.

Student Satisfaction

During the last class meeting, students completed a satisfaction questionnaire in which they rated various aspects of the course that they had just completed. Comparisons among the groups were made on the students' ratings in four areas: "amount of new information that you learned", "relevance of the materials to your future plans", "style of presentation", and "how much time do you think should be devoted to this type of course in the future?" (from "much less" to "much more"). Each area was rated on a 7-point Likert type scale with low scores indicating a negative rating and high scores indicating a positive rating. Four was the central point on each scale (an "average" rating). The mean ratings calculated for each group are shown in Table 34. A MANCOVA on these ratings indicated that there were no statistically significant

effects due to instructional approach, Multivariate $F(8,140) = 1.85$, $p < .07$, no significant differences across classes, Multivariate $F(8,140) = .65$, $p < .73$, and no significant interaction, Multivariate $F(16,214) = 1.22$, $p < .25$.

Follow Up Measures

When the students completed the Employment Questionnaire at the start of the program, 52 of the students (64%) reported that they had already secured a summer job, 24 planned to seek summer employment (30%), 2 were not sure whether they would seek summer employment (2.5%), and 3 reported that they did not plan to seek summer employment (3.5%). Responses to a question about employment during the previous summer indicated that many of the students had been employed during the previous summer - 41 had been employed full-time (50%), 29 had been employed part-time (36%), and 11 had not been employed (14%). At the start of the course, during the spring term, 42 of the students (52%) reported that they had part-time jobs.

STEPWISE MULTIPLE REGRESSION ANALYSIS WITH INTERVIEW
 SOCIAL BEHAVIORS AS PREDICTORS OF INTERVIEWER
 EMPLOYMENT RATINGS AT PRETEST AND POSTTEST

PRETEST					
VARIABLE	STEP	MULT. <u>R</u>	MULT. <u>R</u> ²	INCREASE IN <u>R</u> ²	F-TO- ENTER
Call Back	1	.17	.03	.03	2.30
POSTTEST					
VARIABLE	STEP	MULT. <u>R</u>	MULT. <u>R</u> ²	INCREASE IN <u>R</u> ²	F-TO- ENTER
Thank	1	.31	.10	.10	8.49
Shake	2	.35	.12	.02	2.47

TABLE 34

STUDENT SATISFACTION RATINGS - MEANS FOR EACH GROUP

VARIABLE	GROUP		
	CONTROL	TRADITIONAL	BEHAVIORAL
New Information	4.62	5.18	4.64
Relevance	4.54	5.18	4.43
Style of Presentation	4.54	5.04	4.39
Time	4.23	4.82	4.00

Students seeking summer employment. Students who reported that they were seeking summer employment or that they were "not sure" about summer employment and who did not already have a summer job were asked to complete the Job Seeking Activity Questionnaire at the end of the program (in the last week of May, 1978). These students were then contacted approximately every two weeks and asked to complete another Job Seeking Activity Questionnaire. Once a student obtained summer employment, no longer wished to obtain employment, or reached the end of the follow up period, the questionnaires were discontinued. The number of students contacted at each follow up period and their job seeking status is shown in Table 35. It can be seen in this table that the number of students seeking employment dropped off steadily over the time period with most of the students obtaining employment. (Note that the definition of employment used included voluntary or unpaid employment.) Only three students reported that they were no longer seeking employment after originally planning to seek employment.

Due to the small number of students who had actively sought employment during each follow up period, comparisons among the groups on job seeking activities were made only for the first time period (covering the period from approximately May 1 to May 28). It should be noted that this time period may have been quite atypical because it

included the period in which the students were involved in the research program and the period in which students were preparing for and writing some of their final examinations. This data may, however, give some idea of how active students were in seeking employment. The number of job seeking methods used and the total number of contacts with employers were calculated from the student's responses to the questionnaire. The means and standard deviations on these measures along with the associated analysis of variance F -tests are shown in Table 36. It can be seen from this table that although there was a considerable spread in the mean scores, there were no statistically significant differences among the groups. Many of the students had quite a low level of job seeking activity over the month and in fact eight of the twenty-six students made no contacts with employers.

The employment status of these twenty-six students at the time they completed the summer employment questionnaire during the first week in August is shown in Table 37. Overall, 18 of the students were involved in paid employment (69%), 4 were involved in unpaid or voluntary employment (15%), and 4 were not employed (15%). A Chi square analysis calculated on the cell frequencies shown in this table revealed no significant differences among the instructional groups, $\chi^2 (4) = 5.58, p < .23$.

TABLE 35

JOB SEEKING STATUS OF STUDENTS AT EACH FOLLOW UP PERIOD

EMPLOYMENT STATUS		TIME PERIOD			
		END OF PROGRAM (MAY 28)	2 WEEKS (JUNE 14)	4 WEEKS (JUNE 30)	6 WEEKS (JULY 14)
Number of Students Contacted		26	19	12	4
Had Summer Job		7	7	5	3
Seeking Employment		18	11	4	-
Undecided (not sure)		1	1	1	-
No Longer Seeking Employment		-	-	2	1
Have Looked For Employment Since	YES	18	14	8	-
Previous Questionnaire	NO	8	5	4	2

TABLE 36
 JOB SEEKING ACTIVITIES IN FIRST TIME PERIOD
 FOR EACH INSTRUCTIONAL GROUP-MEAN,
 STANDARD DEVIATION AND ANOVA

VARIABLE	GROUP						<u>F</u> (2,23)	<u>p</u> less than
	CONTROL		TRADITIONAL		BEHAVIORAL			
	M	SD	M	SD	M	SD		
Number of Job Seeking Methods Used	3.00	(1.87)	1.67	(1.78)	2.00	(1.58)	1.05	.36
Number of Contacts With Employers	8.00	(5.87)	3.50	(4.48)	3.00	(2.60)	2.59	.10

Note: A total of 26 students were seeking employment - 5 in the control group, 12 in the traditional group, and 9 in the behavioral group.

TABLE 37

EMPLOYMENT STATUS OF FOLLOWED STUDENTS AT END OF PERIOD

EMPLOYMENT STATUS	INSTRUCTIONAL GROUP			
	CONTROL	TRADITIONAL	BEHAVIORAL	TOTAL
Paid Employment	5	8	5	18
Unpaid Employment	0	3	1	4
Not Employed	0	1	3	4
Total Number of Students	5	12	9	26

Follow up of all students. The employment status of the total sample of students at the time of the Summer Employment Questionnaire is shown in Table 38. Information from two students was not available as they were out of town at the time when the questionnaires were mailed and returned. Of the remaining students, 65 were involved in paid employment (82%), 7 were involved in unpaid or voluntary employment (9%), and 7 were not employed (9%). In Table 39 students in the three instructional groups are compared on a number of employment measures: hourly pay, day started employment (with days in the year numbered from 1 to 365), and overall satisfaction with the job (seven point rating). Since varying number of subjects responded to each of the items, univariate rather than multivariate analyses of variance were used in making comparisons among the groups. None of the comparisons among the groups were statistically significant.

In describing their summer jobs, 46 students (63% of the employed students) reported that they had worked for the same employer before, 37 students (51%) had worked for the same employer during the school year, and 51 students (70%) had experience in the same job or activity before the summer. Forty-six students (63% of the employed sample) reported that they had friends who worked for the same employer, 28 students (38%) had relatives who worked for the same employer, and 14 students (19%) reported that a

relative owned, operated, or worked as a supervisory level staff member in the employing organization. As for their continued relationship with the employer, 22 students (30%) reported that they expected to continue in the same job after September 15, 1978, while 37 students (51%) reported that they were "not sure" about continued employment.

The small group of students who were not employed at the time of the Summer Employment Questionnaire responded to questions about the summer activity in which they spent most of their time and about their satisfaction with this activity. Two students reported that they were on vacation or travelling, two students were involved in educational activities, two were involved mainly in looking for employment, and one student responded to the "other" activity category. Of the students who responded to the satisfaction item, 3 reported that they were "very unsatisfied", one was "unsatisfied", one was "neutral", and one was "very satisfied". The level of satisfaction for the "not employed" group was much lower than the average level in the employed group which at 5.48 fell half way between the "somewhat satisfied" and "satisfied" ratings.

TABLE 38
EMPLOYMENT STATUS OF TOTAL SAMPLE AT END OF PERIOD

EMPLOYMENT STATUS	INSTRUCTIONAL GROUP			
	CONTROL	TRADITIONAL	BEHAVIORAL	TOTAL
Paid Employment	22	22	21	65
Unpaid Employment	3	2	2	7
Not Employed	1	4	2	7
Total Number of Students	26	28	25	79

TABLE 39
COMPARISONS AMONG INSTRUCTIONAL GROUPS ON SELECTED EMPLOYMENT MEASURES

VARIABLE	NO. OF RESPONDENTS	INSTRUCTIONAL GROUP						<u>F</u>	<u>DF</u>	p less than
		CONTROL M	SD	TRADITIONAL M	SD	BEHAVIORAL M	SD			
Hourly Pay	60	3.51	(.62)	3.82	(.87)	3.90	(1.21)	0.96	2,57	.39
Starting Date	63	163	(33)	161	(37)	178	(12)	1.98	2,60	.15
Overall Satisfaction	72	5.74	(1.39)	5.40	(1.35)	5.33	(1.98)	0.53	2,69	.59

Successful job seeking techniques. In completing the Employment Questionnaire and the Job Seeking Activity Questionnaire, students reported the job seeking method that resulted in their obtaining a summer job. Table 40 describes the number of students who reported the successful use of each technique at the start of the program and during the follow up period. These results should be interpreted with caution because students were asked to indicate the technique that was most important in obtaining employment. Often job seeking is a sequential process and students who had a summer job at the start of the program (65%) were hired by a previous employer. Most of the remaining students in this group obtained their job through the referral or suggestion of a friend or relative (23%) or direct inquiry with an employer (8%). The students who obtained summer employment after the course began reported a much wider variety of job seeking techniques including: direct inquiry with employer (27%), referral or suggestion from a friend or relative (18%), being hired by a previous employer (18%), use of a Canada Employment Centre (14%), and letter of application (9%). The responses in this group correspond quite closely with reports in the literature of successful job seeking techniques.

TABLE 40
 SUCCESSFUL JOB SEEKING TECHNIQUES
 REPORTED BY STUDENTS WITH SUMMER JOBS

JOB SEEKING TECHNIQUE	TIME PERIOD	
	<u>AT START OF PROGRAM</u>	<u>OVER FOLLOW UP PERIOD</u>
Newspaper Advertisement	-	2
Canada Employment Centre	-	3
Other Government Agency	-	-
Private Employment Agency	-	-
Referral or Suggestion by a Friend or Relative	12	4
Letter of Application	1	2
Direct Inquiry with Employer	4	6
Telephone Inquiry with Employer	-	-
Hired by Previous Employer	34	4
Other	1	1
Total Number of Students Responding	52	22

Note: The number given indicates the number of students who reported that a particular technique was most important in obtaining employment.

CHAPTER IV

Discussion

The results of this study demonstrate that the different instructional approaches did produce differences in job interview performance, although there were no differences among the groups in job application performance, self-ratings of job interview performance, ratings of satisfaction with the course, job seeking activity, or employment status at follow up. Experienced personnel officers who interviewed the students after the program rated students in the traditional and behavioral groups (combined) as being more likely to obtain employment than students in the control condition. These students also obtained higher ratings on grooming and attentiveness during the interview. When the students in the traditional and behavioral groups were compared it was found that students in the traditional group obtained a higher mean rating of their statement of qualifications. Students in the behavioral group obtained a higher mean rating of likelihood of obtaining employment than students in the traditional group but this difference was not statistically significant in a univariate test.

The finding of differences among the groups in the ratings by the interviewers is seen as being particularly important because of the personnel officers' experience in screening and hiring entry level employees. When the interviews were rated by research assistants who were trained to observe and record interview behavior but who did not have experience in the personnel field, there were no differences among the groups on the summary ratings. There were also no differences among the groups in students' ratings of their own interview performance although most of the students in each group rated themselves as being average or above average in interview performance.

Given the design of the present study it is not possible to determine which aspects of the programs contributed most strongly to the improved job interview performance of students in the traditional and behavioral programs relative to students in the control program. With this population of relatively high functioning high school students differences in interview performance between students in the traditional and behavioral programs were not large enough to affect ratings by experienced interviewers. It remains to be seen whether there would be more notable differences in ratings in a more disadvantaged population. Certainly relatively high functioning students are more likely to benefit from traditional instructional techniques than more disadvantaged individuals.

Another factor that may have contributed to the similar ratings obtained by students in the traditional and behavioral programs was the fact that students in both programs created an individualized resume. The resume helps to organize information on educational and employment experience in addition to many other kinds of information relevant to obtaining employment. It seems to be very helpful in preparing individuals for job seeking activity including the job interview. When this research was originally planned practical work on the resume was to be included only in the behavioral program while students in the traditional program would only review and discuss model resumes. (This is the approach to resumes often taken in traditional programs.) Staff at the high school requested, however, that students in the traditional program actually prepare resumes and letters of application as the programs were carried out during regular English classes and the written work was seen as an important part of the English program. It would be interesting in future research to evaluate which aspects of job seeking skills programs contribute most strongly to improving performance.

Job Interview Objective Measures

When the objective measures of interview performance were examined it was found that the most clear differentiation among the groups was on the social behavior dimension

(social total score) with students in the behavioral group more frequently engaging in the component social behaviors. Students in the behavioral group also differed from those in the traditional group in gazing at the interviewer for a relatively longer period of time during the interview.

When the specific social behaviors were considered it was found that there were statistically significant differences among the groups for classes 1 and 3. Although the specific social behaviors that contributed to the difference varied somewhat from comparison to comparison and from class to class, in general it was found that differences were mainly due to the students in the behavioral group who more frequently introduced themselves, shook hands, mentioned the interviewer's name, and finished the interview with a call back ending. Differences among the groups in the occurrence of these social behaviors were quite substantial. At posttest, 14 students (50%) in the behavioral group introduced themselves as compared with one student (4%) in each of the traditional and control groups. Fifteen students in the behavioral group shook the interviewer's hand as compared to two in the traditional group and none in the control group. Twelve students in the behavioral group mentioned the interviewer's name while none of the students in the other groups did so. And finally, seven students (25%) in the behavioral group used a call back ending while none of the students in the other groups

did so. This difference in occurrence of social behaviors between the behavioral group and the other groups is probably due to the use of the Job Interview Checklist and the rehearsal of these specific behaviors in practice interviews.

The infrequent occurrence of shaking the interviewer's hand in students not exposed to the behavioral program may be due in part to the fact that the interviewers were female. Although men are usually expected to shake hands when they meet, the expectations when a female meets a male or a female are less well defined.

Other content measures. It is interesting to consider the students' performance on some of the other interview content measures. The number of questions students asked about the job seems rather low. At pretest, 50 of 81 students asked no questions at all about the job and the mean number of questions asked was .60. At posttest, student asked an average of only one question each. At posttest, students mentioned an average of from five to six qualifications and made from four to five positive comments about the potential job or a former job. Although no comparison data are available, it is the writer's impression that this represents a more adequate level of performance than is usually seen in disadvantaged groups such as former psychiatric patients or individuals on probation. An examination of the mean scores on the various measures

relating to the interviewee's dress suggests that there was also room for improvement in this area.

Relationship between objective measures and employment rating.

Given the complexity of human interactions it would be unrealistic to expect a small group of measures to be able to characterize or predict the many possible outcomes of an interaction such as a job interview. There are many important characteristics of social behavior in addition to its occurrence or nonoccurrence, duration, and frequency. The timing of behavior, for example, in relation to the other person's behavior is very important. There are many qualitative aspects of behavior which are difficult to capture in a few measures. In spite of these complexities, the correlations between the objective measures and the interviewer's rating of likelihood of obtaining employment suggest that there is at least a modest relationship between these measures. When the objective measures were entered in a multiple linear regression analysis with the objective measures as predictors of the likelihood of employment rating it was found that the measures as a group were stronger predictors than any individual measure. This was particularly true at posttest, probably due to the fact that students were engaging in a wider range of interview behaviors at posttest. Interestingly, measures of the amount of time that a person was speaking and gazing at the

interviewer were related to employment rating both at pretest and posttest. This suggests that the interviewee's activity level in the interview is important independent of interview content. At posttest, number of qualifications mentioned and social total score were also related to the rating of likelihood of obtaining employment.

The use of a combination of specific behavioral measures of job interview performance and more global ratings by experienced interviewers seems to be quite helpful in evaluating the job seeking skills program. This combination of measures gives an indication of which behaviors change as a result of training and an indication of the influence of these changes in interview behaviors on judgements of personnel officers. The behavioral measures also have the advantage of having a high degree of interobserver agreement.

Job Application Measures

In contrast to the job interview results, there were no differences among the groups in performance in completing the job application. Examination of performance in responding to specific items on the job application suggests that there was room for improvement in performance. Social insurance numbers were omitted by 32 of the 81 students at pretest and 19 at posttest. A total of 43 students at pretest and 34 at posttest did not respond to both questions

about bonding. Altogether 22 students at pretest and 13 at posttest did not respond to a question asking whether they had ever received Worker's Compensation payments. The numbers of students who did not respond to questions about time lost from work due to illness and physical handicaps were quite similar. Only nine students at pretest and posttest took advantage of a place on the application for additional written comments. This space could be used by the applicants to present additional positive information about themselves.

One factor that may be related to the lack of group differences in job application performance was the lower emphasis on this skill relative to interview skills in the program materials (Appendix B) and in the period of time devoted to this area in the overall program. While specific behavioral guidelines were established for the job interview, no such guidelines for the job application were provided to teachers or students.

In comparison to the literature on job seeking interviews, very little research has been done on the job application form and the applicant's behavior in completing it. It would be helpful to gather more of this type of information in the future. It is clear from the work by Springbett (Webster, 1964) that the job application plays an important part in the hiring decision.

Follow Up Measures

Data on the number of students who were employed in the previous summer and the number of students who were employed on a part-time basis during the school year suggests that the students who participated in this study were very successful in obtaining employment. Many of the students who obtained employment were hired by previous employers. Consequently, the evaluation of the effect of the job seeking skills program on subsequent employment was rather inconclusive due to the high proportion of students who had arranged for summer employment by the end of the program. The students who participated in this study were not typical of the average high school student in Winnipeg. These students differed in that they attended a parochial school, a high proportion were strong academically, and most belonged to Winnipeg's Mennonite community. This community includes many families with small businesses and farms which would be likely employers for students. Many students were involved in employment in church related activities such as church sponsored summer camps. Even considering an average unemployment rate of 15% for young people in this age range, a "ceiling" effect is encountered which makes it difficult to evaluate the effect of a job seeking skills program on subsequent employment. In future, this problem could be circumvented by selecting a more disadvantaged group with a lower base rate of employment in which to evaluate this

aspect of the program's outcome. Possible target groups would be younger students, students having academic difficulty, potential drop-outs, or individuals selected because they have had difficulty in obtaining employment.

The data collected in this study of a fairly large group of students who appear to be quite successful in obtaining employment may also serve as a baseline against which to compare the performance of less experienced or more disadvantaged individuals in future studies.

Teacher Impressions

The experimenter met with the instructors on a daily basis while the program was being implemented. All three teachers suggested that more time would have been helpful in carrying out the program. They found that the ten 45 minute periods were shortened somewhat by class changes and by special school activities. Even without these interruptions they thought that more time was needed to cover the program activities, particularly the rehearsal and feedback involved in the behavioral approach. On other aspects of the program the teacher's comments were very positive. The need for additional time in implementing the program is not too surprising considering the many aspects of job seeking covered in this program. Most of the other studies reported in this area have focused almost exclusively on the job interview and many have involved a comparable period of time focusing on this one activity.

CHAPTER V

References

Reference Notes

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Appendix A

LEADER TRAINING MATERIALS

1. Materials available from the Ministry of Employment and Immigration (Canada Employment Centre)
 - a) A two page description of the Creative Job Search Technique.
 - b) A two page outline titled "Vocational guidance materials produced by Manpower and Immigration".
 - c) A one page outline describing the objectives of and the services provided by the Youth Career Counseling Centre in Winnipeg.
2. Selected sections from the book Personal Effectiveness
 - a) Pages 59-84 - Section on techniques for teaching personal effectiveness.
 - b) Pages 93-97 - Sections on overcoming resistance to role playing and on strategies for intervention.
3. Parts of the introduction of this report.
 - a) The introductory paragraphs (pages 1 and 2).
 - b) The section on the selection process.
 - c) The section on effective job search techniques.
4. The course outlines in Appendix B of this report.
5. Chapters 2, 4, 5, 7, 8, and 10 from the book titled: A Career Planning Guide (Davison & Tippett, 1977a).

Appendix B
INSTRUCTIONAL FORMAT

I. BEHAVIORAL GROUP

NOTE: Items which differ between the traditional and the behavioral groups are marked with an asterisk (*). In general, relatively more time in the traditional group is spent in reviewing written materials and on group discussion. More time is spent in the behavioral group in behavioral rehearsal and homework assignments.

PRELIMINARY MEETING (approximately 45 minutes)

- a) Introduce group leaders and group members.
- b) Describe workshop goals.

The goal of the workshop is to help students develop the skills needed to find employment. Due to the limited time available it will not be possible to discuss the issue of careers in depth. It is expected that students will obtain this information from other sources.

- c) Questions and answers about the workshop.

In addition to answering questions about the workshop the leader discusses the method of assigning marks which count toward the final mark in English. Students obtain marks by completing class and homework assignments. The assignment of marks is described in more detail in Appendix O.

- d) Baseline job application forms.

Participants are given a standard job application form and asked to complete it as if they were actually applying for a job and wanted to create a good impression.

- e) Schedule baseline job interview.

Brief (5 minute) simulated job interviews are scheduled (for a later date) for each participant. Students are requested to behave in the interview as if they were actually applying for a job that they really wanted. Participants are asked to wear clothing appropriate for a job interview, (i.e. dress neatly). Since the interview will take place at the school more formal dress such as a sports jacket or a dress, necessary for some jobs, will not be required.

BASELINE JOB INTERVIEWS

These are scheduled individually for each student before the next workshop meeting.

UNIT I WHICH JOB DO I APPLY FOR? (approximately 45 minutes)

a) Job Availability (See Appendix C)

The group leader presents information which describes and categorizes various broad employment areas. The leader also presents information obtained from Employment and Immigration Canada regarding areas where there is the most demand for employees.

b) Group Discussion

In which types of jobs are participants most interested? What factors influence this choice? (The focus will be upon jobs that participants are likely to be looking for within the next year.)

The leader brings out the following points in the discussion:

- i) People often try various areas to find which area has the most interest for them. People often start in one area and finish in a very different area. This time is not wasted because it allows the individual to broaden his or her experience.
- ii) Economic factors (i.e. which fields have openings) may play a large part in this process.
- iii) Individuals often take positions that are not their first choice in order to gain experience and a work history or to provide a means of support while they look for a more preferred position. Although it may be less convenient to be looking for a job while one is already employed the fact that one is

working is often viewed positively by prospective employers.

c) Social Insurance Numbers

The group leader determines which participants do not have social insurance numbers and brings applications for social insurance numbers to the next meeting.

d) Assignment (See Appendix D)

Students are asked to take home and complete a fact sheet which provides information needed to create a resume and to complete job applications. This fact sheet includes personal information (schools attended, social insurance number, interests, hobbies, etc.) and information on employment history.

UNIT II CREATING A RESUME (approximately 45 minutes)

a) Review assignment

Leader and group members review assignments from previous unit.

b) Discussion of the purpose of a resume.

The leader encourages discussion or brainstorming on the purpose of the resume. The leader emphasizes the point that the purpose of the resume is to present yourself to the employer in a positive way. A frequent problem is that people underestimate themselves and sell themselves short. The resume often gives the employer additional information to that requested on the job application form. The applicant can also use the resume as an aid in completing the application form accurately.

c) Distribute model resume (See Appendix E)

d) Individual work on resumes.

Participants work individually on their own resumes using the model resume and the information on their fact sheet. Participants are urged to be enthusiastic and positive about their experience (including voluntary or unpaid experiences), their skills and their interests.

e) Leader reviews resumes.

The leader reviews the resume with individual participants as they complete them. In addition to assisting with spelling and style the leader emphasizes a positive presentation of experience, skills and interests.

f) Collect completed resumes.

When the resumes are completed they are collected by the leader so that they can be typed and duplicated.

*g) Assignment.

Participants are requested to bring one job application from an employer in the community to the next meeting. Participants are encouraged to obtain an application for a position that would interest them but if this is not possible any application will do.

UNIT III: JOB APPLICATIONS (approximately 45 minutes)

*a) Review assignment.

Leader and group members review assignments from previous unit.

b) Discussion of the purpose of a job application.

Participants discuss and brainstorm on the purpose of the job application. The leader emphasizes the point that applications are often used as a screening device. If the application is not complete and neat or if it presents unfavourable information you may not be considered for the position. Some employers hire using the application form without a formal interview. Even if you do have an interview the application form may make a considerable difference in whether or not you are hired.

c) Sample job application forms. (See Appendix AF)

Sample application forms are distributed to participants. Difficult questions in the job application are discussed (e.g. questions regarding bonding, reasons for leaving jobs, questions regarding your health and the health of members of your family, etc.) Examples of application forms which are judged to be at various levels of difficulty (easy, moderate, and difficult) are reviewed.

*d) Practice job applications.

After a brief discussion of the points mentioned above, participants (working individually) practice completing an easy, a moderate, and a difficult job application. Participants are asked to use their resumes in completing these job

applications. As each application is completed the leader reviews it with the participant giving feedback and praise on the positive aspects of the application and making suggestions for improvement (if necessary). If major changes are necessary, the participant is asked to repeat that application before it is reviewed again. As each application is completed at a satisfactory level, the participant goes on to the next application until all three are completed.

*e) Assignment.

Participants are asked to complete any of the practice job applications that have not been completed. Group members are also asked to decide on a position for which they would like to be interviewed. The position should be one for which the student is presently qualified. The following information should be brought in written form to the next meeting: 1) the name of the potential employer, 2) the type of job to be applied for, and 3) possible duties on this type of job.

UNIT IV THE JOB INTERVIEW (approximately 1 hour 30 minutes)

*a) Review assignment.

Leader and group members review assignments from previous unit.

*b) Model job interviews.

Using one of the job interview scripts (Appendix F) the leader models a poor and a good job interview with a student as the interviewer. The job interviews are discussed, especially the features that differentiate between a good and a poor job interview. The job interview checklist (Appendix G) which is used in practicing job interviews is given to each member of the group. The importance of each item in the job interview checklist is discussed.

*c) Preparation for the job interview. (See Appendix H)

Each member of the group working individually fills out an interview preparation sheet listing the job for which he or she would like to apply (position title and organization), positive comments to ask about the organization or the job, skills to mention and questions to ask. Once this is completed, each participant is given a list of

pointers for the job interview which gives sample positive comments and questions (see Appendix I). These pointers may be used to add to the student's own list. Participants who wish to use their preparation sheet in the first practice interview to prompt their comments and responses may do so.

*d) Practice job interviews.

Each participant engages in behavioral rehearsals of job interviews with the group leader or another group member as interviewer. A variety of interview question formats are provided by the leader (see Appendix F). During each rehearsal the other group members observe the interview and complete the job interview checklist. When each interview is completed, the interviewee is provided with feedback based on the checklist and guided by the group leader. Strong areas are emphasized first (with the use of enthusiastic praise), followed by suggestions for change. Following this the interviewee is given the opportunity to rehearse areas to be improved (if necessary) in either a complete interview or brief interview segments. During the rehearsals the group leader uses the techniques of modeling, inserting and fading prompts, shaping, reinforcement, and giving explicit instructions to help participants improve their interview performance (Lieberman, King, De Risi, and McCann, 1975). Each group member goes through at least two rehearse-feedback-practice cycles with two different interview formats. More practice time is spent with those group members whose performance is most in need of improvement. Once group members have become skilled at behavioral rehearsal and providing feedback in a positive manner the group may be divided into smaller sub-groups for further practice with the members providing feedback to each other.

*e) Assignment.

This unit will take at least two forty-five minute periods. The first assignment listed below will be given after the first period and the second assignment will be given after the second period. Each assignment will be reviewed at the start of the following period.

- i) Participants are to visit a Canada Employment Centre to pick up an application. This application is to be completed and brought to the next session.

- ii) Participants are to choose three want ads from the classified section of the newspaper, cut them out, and bring them to the next group meeting. These want ads should be for positions for which the participant would be qualified by the end of the school term. It is preferable if the advertisements are for positions that are of interest to the participant but this is not essential.

UNIT V JOB SEEKING TECHNIQUES (approximately 1 hour 30 minutes)

*a) Review assignment.

Leader and group members review assignments from previous units.

b) Group task.

Group members are divided into two groups. Each group is to develop a list of job seeking techniques and to rank the techniques in order of their likelihood of success for the average job seeker. Members then return to the larger group to review and discuss the lists and the ranking. The group also discusses which techniques might be most successful with different kinds of jobs.

c) Successful job seeking techniques. (See Appendix J).

The group leader presents a list of techniques along with their rate of success developed in research on job seekers. The areas covered are: direct personal contact with employers; suggestions from friends, relatives, and acquaintances; newspaper want ads; Canada Employment Centres; letters of application; unions and professional organizations; and use of general news information. Students are given a written copy of this information. In this discussion the group leader emphasizes that it is necessary to make a great many contacts for every interview that is arranged and that most people must go through a number of interviews before they receive a job offer.

*d) Direct contact with employers. (See Appendix K).

Each participant engages in at least one behavioral rehearsal of a direct inquiry regarding employment at an employer's place of business. Whenever possible the rehearsal is related to the particular position of interest to that group.

member. Performance is evaluated relative to the written behavioral guidelines for this situation provided to the members before the rehearsals are started. The group members and leader provide feedback and coaching as in the job interview. Extra practice is provided for any group members for whom this is necessary.

*e) Telephone contact with employers.

Each participant engages in at least one behavioral rehearsal of a telephone contact with an employer. Whenever possible the rehearsal is related to the particular positions of interest to that group member. If a working telephone is available an actual call to an employer is made during the rehearsal. Performance is evaluated relative to the written behavioral guidelines for this situation (Appendix K) and feedback, coaching, and extra practice are provided as in the direct contact situation.

*f) Call back contacts with employers. (See Appendix L).

This situation, involving regular contacts with an employer after an application or an interview, is rehearsed as above.

g) Services provided by Canada Employment Centres. (See Appendix M).

The group leader presents information on the services provided to students and other job seekers by Canada Employment Centres. Students are given written materials describing these services for their future use.

h) Letters of application. (See Appendix N).

Models of letters of application for employment are presented and discussed. The importance of a brief and positive presentation of one's skills is emphasized. Each participant working individually uses the model to prepare his or her own letter of application. If possible the letter is to be written for a position which is actually of interest to the student. When completed the letters are collected by the leader to be reviewed at a later time. After they are reviewed, the letters are returned to the student with feedback which emphasizes positive aspects of the student's performance, followed by suggestions for improvement (if necessary).

*i) Assignment.

This unit will take at least two forty-five minute periods. The first assignment listed will be given after the first period and the second assignment will be given after the second period. Each assignment will be reviewed at the start of the following period.

- i) List three friends, relatives, or acquaintances you could contact regarding possible job openings and describe briefly what type of leads you might obtain from each of these people. Contact at least one of these people before the next meeting and describe the results of this contact.
- ii) Bring in an example of a news item (newspaper, radio, or television) that may provide clues about job openings. If you cannot find an example in the current news an example that you recall would be acceptable.

UNIT VI: REVIEW (approximately 45 minutes)

a) Complete unfinished assignments and materials.

b) Evaluation

i) Posttest job interview.

Brief simulated job interviews are scheduled for a later date for each participant. Students are requested to behave in the interview as if they were actually applying for a job that they really wanted. Participants are asked to wear clothing appropriate for a job interview, (e.i. dress neatly). Since the interview will take place at the school more formal dress such as a sports jacket or a dress, necessary for some jobs, will not be required.

- ii) Participants are given feedback on their performance in the program. (See Appendix O).
- iii) Participants complete a written evaluation of the job seeking skills program. (See Appendix AD.)

II. TRADITIONAL GROUP

NOTE: Items which differ between the traditional and the behavioral groups are marked with an asterisk (*). In general, relatively more time in the traditional group is spent in reviewing written materials and on group discussion. More time is spent in the behavioral group in behavioral rehearsal and homework assignments.

PRELIMINARY MEETING (approximately 45 minutes)

a) Introduce group leaders and group members.

b) Describe workshop goals.

The goal of the workshop is to help students develop the skills needed to find employment. Due to the limited time available it will not be possible to discuss the issue of careers in depth. It is expected that students will obtain this information from other sources.

c) Questions and answers about the workshop.

In addition to answering questions about the workshop the leader discusses the method of assigning marks which count toward the final mark in English. Students obtain marks by completing class and homework assignments. The assignment of marks is described in more detail in Appendix P.

d) Baseline job application forms.

Participants are given a standard job application form and asked to complete it as if they were actually applying for a job and wanted to create a good impression.

e) Schedule baseline job interview.

Brief simulated job interviews are scheduled (for a later date) for each participant. Students are requested to behave in the interview as if they were actually applying for a job that they really wanted. Participants are asked to wear clothing appropriate for a job interview (i.e. dress neatly). Since the interview will take place at the school more formal dress such as a sports jacket or a dress, necessary for some jobs, will not be required.

BASELINE JOB INTERVIEWS

These are scheduled individually for each student before the next workshop meeting.

UNIT I: WHICH JOB DO I APPLY FOR? (approximately 45 minutes)

a) Job Availability (See Appendix C).

The group leader presents information which describes and categorizes various broad employment areas. The leader also presents information obtained from Employment and Immigration Canada regarding areas where there is the most demand for employees.

b) Group Discussion

In which types of jobs are participants most interested? What factors influence this choice? (The focus will be upon jobs that participants are likely to be looking for within the next year.)

The leader brings out the following points in the discussion:

- i) People often try various areas to find which area has the most interest for them. People often start in one area and finish in a very different area. This time is not wasted because it allows the individual to broaden his or her experience.
- ii) Economic factors (i.e. which fields have openings) may play a large part in this process.
- iii) Individuals often take positions that are not their first choice in order to gain experience and a work history or to provide a means of support while they look for a more preferred position. Although it may be less convenient to be looking for a job while one is already employed the fact that one is working is often viewed positively by prospective employers.

c) Social Insurance Numbers

The group leader determines which participants do not have social insurance numbers and brings applications for social insurance numbers to the next meeting.

d) Assignment (See Appendix D).

Students are asked to take home and complete a fact sheet which provides information needed to create a resume and to complete job applications. This fact sheet includes personal information (schools attended, social insurance number, interests, hobbies, etc.) and information on employment history.

UNIT II: CREATING A RESUME (approximately 45 minutes)

a) Review assignment

Leader and group members review assignments from previous unit.

b) Discussion of the purpose of a resume.

The leader encourages discussion or brainstorming on the purpose of the resume. The leader emphasizes the point that the purpose of the resume is to present yourself to the employer in a positive way. A frequent problem is that people underestimate themselves and sell themselves short. The resume often gives the employer additional information to that requested on the job application form. The applicant can also use the resume as an aid in completing the application form accurately.

c) Distribute model resume. (See Appendix E).

d) Individual work on resumes.

Participants work individually on their own resumes using the model resume and the information on their fact sheet. Participants are urged to be enthusiastic and positive about their experience (including voluntary or unpaid experiences), their skills and their interests.

e) Leader reviews resumes.

The leader reviews the resume with individual participants as they complete them. In addition to assisting with spelling and style the leader emphasizes a positive presentation of experience, skills and interests.

f) Collect completed resumes.

When the resumes are completed they are collected by the leader so that they can be typed and duplicated.

UNIT III: JOB APPLICATIONS (approximately 45 minutes)

*a) Classroom assignment.

Each student is asked to give a written answer to the question: What is the purpose of a job application? Students are allowed five to ten minutes to work on this question and then the written answers are collected. Answers that are not satisfactory are returned to the students at the next session so the student may improve upon the response if he or she wishes.

b) Discussion of the purpose of a job application.

Participants discuss and brainstorm on the purpose of the job application. The leader emphasizes the point that applications are often used as a screening device. If the application is not complete and neat or if it presents unfavourable information you may not be considered for the position. Some employers hire using the application form without a formal interview. Even if you do have an interview the application form may make a considerable difference in whether or not you are hired.

c) Sample job application forms. (See Appendix AF).

Sample application forms are distributed to participants. Difficult questions in the job application are discussed (e.g. questions regarding bonding, reasons for leaving jobs, questions regarding your health and the health of members of your family, etc.) Examples of application forms which are judged to be at various levels of difficulty (easy, moderate, and difficult) are reviewed.

UNIT IV: THE JOB INTERVIEW (approximately 1 hour 30 minutes)

*a) Model job interviews.

Participants view an audio-visual presentation of poor and good interviews. (The film entitled "Nine Came Trying" which is available on loan from the Canada Employment Centre is used.)

*b) Group Discussion.

Members discuss the two model interviews and what factors they feel are important in the job interview. Other areas for discussion are: feelings about participating in job interviews and experiences of the group members in actual job interviews.

*c) Classroom Assignment

Each student, working individually, is asked to make a list of "do's" and "don'ts" for the job interview. Students are allowed about ten minutes to work on this assignment and then the written responses are collected. Responses that are not satisfactory are returned to the student at the next session so the student may improve upon the response if he or she wishes.

*d) Group task.

Group members are divided into two smaller groups. Each group is given the task of creating a list of "do's and don'ts" for the job interview. Once this is completed the two subgroups get together to compare their lists. Following this, group members review a list of reasons why people are not hired, published by Employment and Immigration Canada. (See Appendix R).

*e) Classroom assignment.

Each student, working individually, is asked to answer the question: What questions do you think it will be most likely that you will be asked in a job interview? Students are allowed about ten minutes to work on this assignment and then the written responses are collected. (Unsatisfactory responses are later returned to the student so that they may be improved).

*f) Job interview questions.

Participants review a list of questions frequently asked in job interviews (published by Employment and Immigration Canada). Group members discuss reasons why employers would ask these questions. (See Appendix S).

UNIT V: JOB SEEKING TECHNIQUES (approximately 1 hour 30 minutes)

*a) Classroom Assignment.

Each student is asked to make a list of techniques which can be used in finding a job. Students are allowed five to ten minutes to work on this assignment and then the written responses are collected. (Unsatisfactory responses are later returned to the student so that they may be improved).

b) Group task.

Group members are divided into two groups. Each group is to develop a list of job seeking techniques and to rank the techniques in order of their likelihood of success for the average job seeker. Members then return to the larger group to review and discuss the lists and the ranking. The group also discusses which techniques might be most successful with different kinds of jobs.

c) Successful job seeking techniques. (See Appendix J).

The group leader presents a list of techniques along with their rate of success developed in research on job seekers. The areas covered are: direct personal contact with employers; suggestions from friends, relatives, and acquaintances; newspaper want ads; Canada Employment Centres; letters of application; unions and professional organizations; and use of general news information. Students are given a written copy of this information. In this discussion the group leader emphasizes that it is necessary to make a great many contacts for every interview that is arranged and that most people must go through a number of interviews before they receive a job offer.

*d) Group discussion.

Group members discuss how they might use each of these techniques.

e) Classroom Assignment.

Each student is asked to list the techniques which he or she could actually use in looking for a job. With each technique the name of one potential employer or type of employer that could be contacted should be listed. (Unsatisfactory responses are later returned to the student so that they may be improved.)

f) Services provided by Canada Employment Centres. (See Appendix M).

The group leader presents information on the services provided to students and other job seekers by Canada Employment Centres. Students are given written materials describing these services for their future use.

g) Letters of application. (See Appendix N).

Models of letters of application for employment are presented and discussed. The importance of a

brief and positive presentation of one's skills is emphasized. Each participant working individually uses the model to prepare his or her own letter of application. If possible the letter is to be written for a position which is actually of interest to the student. When completed the letters are collected by the leader to be reviewed at a later time. After they are reviewed, the letters are returned to the student with feedback which emphasizes positive aspects of the student's performance, followed by suggestions for improvement (if necessary).

UNIT VI: REVIEW (approximately 45 minutes)

- a) Complete unfinished assignments and materials.
- b) Evaluation
 - i) Posttest job interview.

Brief (5 minute) simulated job interviews are scheduled for a later date for each participant. Students are requested to behave in the interview as if they were actually applying for a job that they really wanted. Participants are asked to wear clothing appropriate for a job interview, (e.i. dress neatly). Since the interview will take place at the school more formal dress such as a sports jacket or a dress, necessary for some jobs, will not be required.

- ii) Participants are given feedback on their performance in the program. (See Appendix P).
- iii) Participants complete a written evaluation of the job seeking skills program. (See Appendix AD).

III. CONTROL GROUP (CAREERS)

PRELIMINARY MEETING (approximately 45 minutes)

- a) Introduce group leaders and group members.
- b) Describe workshop goals.

The goal of the workshop is to introduce the area of careers to students. Since different people have different interests some of the material will be

covered in individual reading. Students will also be asked to participate in an evaluation of the careers program. Among other things the evaluation will include practice job applications and job interviews which will give students an opportunity to try out their responses in application and interview situations.

c) Questions and answers about the workshop.

In addition to answering questions about the workshop the leader discusses the method of assigning marks which count toward the final mark in English. Students obtain marks by completing class and homework assignments. The assignment of marks is described in more detail in Appendix Q.

d) Baseline job application forms.

Participants are given a standard job application form and asked to complete it as if they were actually applying for a job and wanted to create a good impression.

e) Schedule baseline job interview.

Brief simulated job interviews are scheduled (for a later date) for each participant. Students are requested to behave in the interview as if they were actually applying for a job that they really wanted. Participants are asked to wear clothing appropriate for a job interview (i.e. dress neatly). Since the interview will take place at the school more formal dress such as a sports jacket or a dress, necessary for some jobs, will not be required.

BASELINE JOB INTERVIEWS

These are scheduled individually for each student before the next workshop meeting.

UNIT I: INTRODUCTION (approximately 45 minutes)

a) Future plans

Go around the group and have each student say something about his or her plans for the next few years. Ask what careers are being considered. Try to get some idea of how firm career plans are and what steps are being taken to further these plans.

b) Classroom assignment.

Each student, working individually, is asked to answer the question: What things do you need to know about yourself to make an occupational choice? Students are allowed ten minutes to work on this assignment and then the written responses are collected. (Unsatisfactory responses are later returned so that they may be improved).

c) Group discussion.

Students are divided into two smaller groups to discuss the above question and to create a list of important factors to consider. When this task is completed the lists are compared and discussed. In leading the discussion the leader brings out the following factors: interests, aptitudes or skills (things that you do well), the amount of education you have or are willing to get, preferences for certain working conditions, interpersonal skills that you have or are willing to acquire, and things that you would like to get from your job (such as a good income, seeing concrete results, having the satisfaction of helping others, etc.)

UNIT II: YOUR INTERESTS (approximately 45 minutes)

a) Introduce the occupational interest inventory.

CAUTION TO STUDENTS: Most people decide on their occupation over a fairly long period of time. It is not expected that students will decide on an occupation as a result of this course. We do hope, however, that you will be able to learn more about careers.

An interest inventory is simply a way of organizing your interests. It suggests occupations that may be of interest to you. It does not tell you what jobs you will actually like or what jobs you would do well in.

b) Classroom Assignment

Students work individually on the Self Directed Search booklet. If students do not finish to the end of page 8 by the end of the class they are asked to do this for the next meeting. Students who finish to the end of page 8 may continue to the end of the booklet with the teacher providing help as required.

UNIT III: INTERESTS (approximately 45 minutes)

a) Continue individual work on The Self Directed Search.

Students who finish before the others may be shown some of the career reading material that they can look through while they wait for the others.

b) Exploring Occupations.

Once students complete the inventory they have a list of occupations that may be of interest to them. The next question to be considered is where can you find information about these occupations and other occupations that are of interest. The group leader describes the information that is available in the classroom:

- i) Careers Canada - This is a series of booklets published recently by Employment and Immigration Canada. Occupations in various sectors of the economy which are open to people with various levels of training are described. (The titles of booklets which are available are shown in Appendix T).
- ii) Occupational Exploration Kit - Although this kit is based on U.S. sources it provides information on a wide variety of careers.
- iii) Job Experience Kit - This kit which is also based on U.S. sources exposes the student to some of the activities actually carried out by individuals working in particular occupations.
- iv) Career Selector - This is a series of booklets on careers produced particularly for women by the Manitoba Department of Labour.
- v) Other sources - group discussion

The leader asks the students about other places they can obtain career information. Where have they obtained this kind of information in the past? Some sources to bring out are: popular literature (magazine articles, books, etc.), business or industrial literature, speaking to people who work in a field, career materials in public libraries, and Canada Employment Centres. The services available at Canada Employment Centres including forecasts of demand in different occupational areas are discussed (See Appendix M).

c) How occupations are classified.

The leader mentions that the method of classifying occupations used in the Self Directed Search is just

one of the many ways of classifying occupations. Some of the factors used in classifying occupations are: sector of the economy (e.g. business, scientific, educational), areas of interest of people working in a field, and the amount of training or education required. Students are urged not to limit their choices too much at this point so they are able to explore a variety of different occupations.

UNIT IV: LEARNING ABOUT OCCUPATIONS (approximately 1 hour 30 minutes)

a) Classroom assignment

Students working individually are asked to answer the question: What do you need to know about an occupation to decide if it is of interest to you? Written responses in point form are collected after ten minutes. (Unsatisfactory responses are later returned to the students so that they may be improved upon.)

b) Group discussion

Drawing upon their individual work, group members make a list of important factors to consider. In leading the discussion the group leader brings out the following factors: name of the occupation, other titles, duties performed, qualifications needed, preparation for the occupation, licencing requirements, organizations in the field, working conditions, income, working time, and opportunities for advancement.

c) Assignment. (For this meeting and the following meetings)

Students are requested to research three occupations that are of interest to them. A written outline is to be prepared on each occupation providing information on each of the factors mentioned in (b) above. Also answer any personal questions you have about the occupation, list any other factors that lead to your interest in the occupation, and describe your sources of information. Students may use any information available in class or in school or from any other sources. If students are not able to answer some of their questions in the time available they should make note of this. The descriptions of each occupation are reviewed by the leader as they are completed.

UNIT V: ENTERING OCCUPATIONS (approximately 45 minutes)

a) Review Assignments.

The leader reviews or collects any career research assignments that have not been reviewed to this point.

b) Group discussion.

The students are divided into two smaller groups to discuss the question: What are some of the ways you can enter occupations? Students are asked to make a list of alternatives. The two groups are combined and the pros and cons of the various alternatives are discussed. In leading the discussion the following alternatives are discussed:

- i) University programs - liberal arts, science, applied or professional programs.
- ii) Community college and technical institute programs (very wide variety).
- iii) Private trades or business schools.

These schools may offer good courses but they should be checked out carefully to be sure that you are dealing with a reputable organization. Students should be especially careful in dealing with correspondence courses advertised in national magazines.

iv) Apprenticeship programs

These can be a very good way of learning a skilled trade. Most of these programs now involve some classroom work at a community college or technical school. In Manitoba most apprenticeship programs are supervised by the provincial Department of Labour.

v) On the job training.

This may involve a formal training program or an informal approach. You try to obtain a job where you can learn the skills that you want.

NOTE: You can often get into the same field by a number of routes each with its pros and cons. You can take a nursing course for example at a community college, a hospital based program, or at a university. The course you take may depend on the skills you wish to emphasize. Similarly, you

can learn to be an auto mechanic through an apprenticeship program, in some high school programs, at a community college, or you can become an unlicensed mechanic through on the job experience.

c) Individual work.

If there is any remaining time in this period students may work individually on career reading material.

UNIT VI: JOB SATISFACTION (approximately 45 minutes)

a) Classroom Assignment

Students working individually are asked to answer the following question: What satisfactions do I expect to get from my job or career? Written responses in point form are collected after about ten minutes. (Unsatisfactory responses are later returned to the student so that they may be improved upon).

b) Group discussion.

Students are divided into two groups to discuss the above question and to make up a list of important factors to consider. Following this the groups are combined, the lists compared, and the importance of each of the factors is discussed.

c) Individual work.

If there is any remaining time students may work individually on career reading material.

UNIT VIII: REVIEW (approximately 45 minutes)

a) Complete unfinished assignments.

b) Evaluation

i) Posttest job interview.

Brief simulated job interviews are scheduled for a later date for each participant. Students are requested to behave in the interview as if they were actually applying for a job that they really wanted.

ii) Participants are given feedback on their performance in the program. (See Appendix Q).

- iii) Participants complete a written evaluation of the job seeking skills program. (Appendix AD).

Appendix C

JOB AVAILABILITY

(From Manpower's Creative Job Search Technique, April 1978)

- There are approximately 650,000 people in the Winnipeg area.
- There are approximately 260,000 people employed in the Winnipeg area.
- As a rule of thumb approximately 4% of the jobs in an area are open at any given time.
 - 1 1/2% for people who have quit or resigned
 - 1 1/2% for people who have been released or fired
 - 1% for people who are absent due to death, illness, or retirement

There are approximately 10,000 jobs available in the Winnipeg area at any given time. Of course not all of these jobs would be suitable for high school students. There are oversupplies of workers in some areas and undersupplies in other areas.

Availability by Employer size

Employer Size	No. in Winnipeg	No. who have vacancies
Large (250+ employees)	250	1 of 2
Medium (21-249 employees)	1,350	2 of 5
Small (less than 20 employees)	11,500	1 of 5

Other interesting facts:

- Most job vacancies remain open for 5 days or less.
- There is usually more variety in job duties with small employers. Jobs with large employers are often more routine.

- Many well known employers never advertise vacancies.
- The area of the Canadian economy that is expanding the most rapidly and therefore has the most jobs opening up is the service sector. (e.g. food service, retail sales, etc.). Relatively fewer people are being employed in areas such as primary manufacturing.

Appendix D
RESUME FACT SHEET

NAME:

ADDRESS:

POSTAL CODE:

TELEPHONE:

SOCIAL INSURANCE NUMBER:

NOTE: In completing this fact sheet, don't underestimate yourself - list any experiences or interests that might help you in getting a job. If you run out of space, put additional information on the back of this sheet.

1. WORK EXPERIENCE: If you have had paid employment, list the jobs that you have had. (e.g. delivering papers or flyers, babysitting)
2. RELATED EXPERIENCE: List any experience you have had that has been like having a paid job. (e.g. working as a mother's helper with younger children in your family, helping to paint the home or build a cottage, doing the yard work at home)
3. List any equipment that you can operate (e.g. lawn mower, typewriter, hand tools, washing machine and dryer, kitchen equipment, canoe, cash register, calculator)
4. What are your leisure time activities? (e.g. hobbies, clubs, interests, sports, etc.)

5. Do you have any other interests or skills that you have not listed above? (e.g. reading, camping, skiing, etc.)
6. What schools have you attended (elementary school and so on)?

School

Address

Years
attended

MODEL RESUME

- 179 -

1977/78 - Served as member of high school year book committee.

1976/77 - Taught junior exercise class at the East Kildonan Y.M.C.A.

Sept., 1970 to June, 1973 - Newspaper carrier for the Winnipeg Tribune.

SKILLS:

Typing 40 W.P.M.; have operated kitchen and cleaning equipment, cash register, and farm tractors. Have driver's licence.

INTERESTS:

Reading, music, choir, cycling, swimming and camping. Member of Winnipeg Cycling Club.

REFERENCES: (See note below.)

Mrs. T. Smith, English teacher, Mennonite Brethren Collegiate Institute, 173 Talbot Ave., Winnipeg (Phone: 667-8210).

Rev. L. Penner, Mennonite Brethren Church, 1307 Talbot Ave., Winnipeg (Phone: 667-1111).

Mr. R. Williams, Assistant Manager, McDonald's Hamburgers, 690 Nairn Ave., Winnipeg (Phone 667-9222).

Note: You should obtain permission from each person before you use his or her name as a reference.

Areas to consider in preparing your resume:

1. What things have I done successfully?
2. What things have I done that people have praised me for doing?
3. Work experience (include odd jobs, part-time jobs, regular work for pay, and on-the-job training).
4. Club and volunteer activities.
5. Hobbies, sports, and recreational activities.
6. Home activities (including regular duties)

7. School activities (including extra-curricular activities)
8. Relevant courses taken at school (e.g. language courses and languages spoken, typing, etc.)
9. Think of the names of people who can be asked to act as personal references. Usually these are people who are well acquainted with you. They may know something about your character or the quality of your work. Relatives are not usually used. People who are often used by young people are: teachers, ministers, former employers or supervisors, and other prominent people in the community.

Appendix F

JOB INTERVIEW SCRIPTS

Interview Role Playing

You can expect the following areas to come up in most real-life interviews:

- Job expectations
- Work experience
- School
- Outside interests and activities
- Future Plans
- Personal background
- Knowledge of the company or organization

Most interviewers try to make the interview a positive experience for the applicant. This is viewed as a public relations function of the organization. Interviewers are trying to find out as much as they can about the applicant in a short period of time so they often ask open ended questions to see how the applicant will respond. These are not too difficult if you are prepared for the interview.

The interviews will be more realistic and useful if the interviewers appear to be interested in and sympathetic toward the applicant and respond positively to what he has to say.

The key for the applicant is to be POSITIVE and ENTHUSIAS-
TIC!

INTERVIEW SCRIPT I

(Knock on the door)

Introduction. . . (Let the applicant introduce himself or herself. If possible the applicant should know the interviewer's name in advance.)

How are you today?

I was wondering, in what type of position are you most interested?

What do you know about our organization?

Could you tell me what jobs you've held and why you left them?

What types of boss do you prefer?

How do you spend your spare time?

What courses in school gave you the most trouble?

In which courses did you do best?

How would you describe yourself?

What would you like to know about the job?

Well we'll be interviewing a number of people for this job. There are several openings and I think that your chances are quite good. Once we have decided who we will be hiring we will be in touch with you. Is that all right?

O.K. Well goodbye for now.

INTERVIEW SCRIPT II

(Knock on the door)

Introduction. . . (Let the applicant introduce himself or herself. If possible the applicant should know the interviewer's name in advance.)

How are you today?

Could you tell me what job you are applying for?

How did you happen to apply here?

What jobs have you held in the past?

How did you happen to get your last job?

I'd like to talk for a little while about your school activities. What extracurricular activities interested you the most?

What kind of grades did you get in school?

What are your future vocational plans?

Why do you think we should give you the job?

Is there anything that you'd like to ask?

Well we'll be interviewing a number of people for this job. There are several openings and I think that your chances are quite good. Once we have decided who we will be hiring we will be in touch with you. Is that all right?

O.K. Well goodbye for now.

INTERVIEW SCRIPT III

(Knock on the door)

Introduction . . . (Let the applicant introduce himself or herself. If possible the applicant should know the interviewer's name in advance.)

How are you today?

How did you happen to apply here?

Is there anything that you would like to find out about the job?

I'd like to talk for a little while about your education. What courses did you enjoy most at school?

What courses didn't you enjoy?

In what other school activities have you participated?

What did you do in your last job?

What kind of relationship did you have with your supervisor?

If I were to call your supervisor, what do you think he or she would say about you?

What kind of people do you get along with best? What kind annoy you?

What are your plans for after the summer?

Well we'll be interviewing a number of people for this job. There are several openings and I think that your chances are quite good. Once we have decided who we will be hiring we will be in touch with you. Is that all right?

O.K. Well goodbye for now.

Appendix G

JOB INTERVIEW CHECKLIST

Interviewer's name: _____ Date: _____

Interviewer: _____ Observer: _____

- ___1. Introducing self (1 point)
- ___2. Shaking interviewer's hand. (1 point) (Note: use firm grip).
- ___3. Mentioning interviewer's name (1 point)
- ___4. Making favourable comments about previous jobs or activities. (Tally 1 point for each).
- ___5. Making favourable comments about the potential job or employer. (Tally 1 point for each).
- ___6. Asking appropriate questions about the position. (Tally 1 point for each).
- ___7. Stating qualifications for the job. (Tally 1 point for each)
- ___8. Positive presentation. Not bringing up negative information (5 points)
- ___9. Presenting problem areas (if any) in a positive way. (5 points)
- ___10. Asking the interviewer if you can call back to find out about the decision. (1 point)
- ___11. Thanking the interviewer at the end of the interview. (1 point)

Ratings made at the end of the interview:

- ___12. Posture: Sitting in the chair without slouching. (1 point)
- ___13. Dress: Appropriate for interview. (1 point)

- 14. Grooming: Appropriate for interview. (1 point)
- 15. Eye Contact: a) Did not make eye contact (0 point)
- b) Occassional glances at interviewer. (1 point)
- c) Looked at interviewer for brief intervals (2 points)
- d) Steady eye contact for much of the time (3 points)
- 16. Speech duration: a) One or two word responses to many questions (0 points)
- b) Brief but complete responses. (1 point)
- c) Longer, conversation-type responses (2 points)

Total points ____

Comments: (Room for additional comments on back of this sheet).

Appendix H

INTERVIEW PREPARATION SHEET

1. Job:
2. Potential employer (company):
3. Skills to mention in the interview:
4. Positive things to say about the job or the employer or things to say to show that you are interested in the job:
5. Questions to ask the interviewer:

Appendix I

POINTERS FOR THE JOB INTERVIEW

1. If the interviewer doesn't mention your name at the start be sure to introduce yourself.
"Hello, my name is _____"
"Hello, I'm _____"
2. Be sure that you know the interviewer's name. It really helps if you repeat his or her name out loud - that makes it more likely that you will remember it.
"How do you do Mr. Huska"
"Is that Mrs. Laroche? . . . How do you do."
3. Shake the interviewer's hand and use a firm grip.
4. Make a favourable comment about the job or the company or organization at some time during the interview.
"It sounds like a very interesting job."
"I had a friend who used to work here and she really liked it."
5. Asking questions about the job helps to indicate to the interviewer that you are interested in the job.
"When will the position be coming open?"
"What department would the job be in?"
"What duties would be involved?"
"What hours would be involved?"
"What is the salary range?"
6. Be sure to thank the interviewer for his time at the end of the interview.
7. Be sure to ask the interviewer when you might hear about whether or not you will get the job. This indicates to the interviewer that you are interested in the job.
8. Keep on acting enthusiastic and confident even if you are not sure what your chances are and even if the interview does not seem to be going as well as you wanted it to. Confidence and persistence can really help you in landing a job.

OTHER POINTERS

1. Make sure that you take the initiative in the interview rather than just waiting for things to happen. Speak up and make sure that you get your point of view across.
2. You are probably going to have to deal with your past employment history so be sure you are ready to talk about it. (Practising this helps a lot.)
3. Just about everyone is nervous at a job interview so don't quit just because you are nervous. It is best to treat looking for a job like a job which you are going to have to do for a while before you get results.
4. Persistence and enthusiasm are things that most employers like to see so be sure to look like you are interested in the job and if possible be enthusiastic about some job you have had in the past.
5. You can also show persistence by checking back after a week or two to see if you got the job and by checking back at places where you have made inquiries to see if there are any new openings.

Appendix J

SUCCESSFUL JOB SEEKING TECHNIQUES

Statistics Canada Study

Ranking of Techniques:

1. Ask employer at his place of business.
2. Ask friends or relatives.
3. Check trade unions or union hiring hall.
4. Use private employment agency.
5. Answer advertisements.
6. Check with school or college placement offices.
7. Use Canada Manpower Centre.
8. Write letters of application.

U.S. Study

Technique	Success* Rate
1. Contact with friends and relatives	0.44
2. Unions.	0.18
3. Direct application with employer.	0.15
4. Government employment service.	0.15
5. Newspaper advertisement.	0.04

* Index of the proportion of people who used a particular technique who obtained a job through the use of that technique.

NOTE: Which techniques are the most effective depends also upon the occupation. Unions and professional organizations are much more important among skilled workers. Written means of communication (i.e. letters of application) are used more widely and with more success by professional workers. In any occupation, the more contacts you make the greater the likelihood of success. In many cases it is necessary to contact 25 to 50 or even more employers before receiving a job offer.

Private employment agencies seem to be increasing in importance.

Many employers do not advertise openings and hire mainly from the pool of "walk-ins".

General news information can be useful in developing job leads. (e.g. new businesses opening, companies that are expanding or have obtained new contracts, new government grants.)

Appendix K

GUIDELINES FOR CONTACTS WITH EMPLOYERS

(direct and by telephone)

1. Introduce yourself

"Hello, my name is Frank Stevens"

2. Ask for the person to whom you would like to speak

"I'd like to speak to Mrs. Williams please"

"Could I speak to the personnel manager please"

"Could I have the personnel department"

3. Introduce yourself again when you reach the person to whom you would like to speak. Mention the person's name (and make a note of it).

4. State your business

"I came by to ask whether there are any job openings in your store".

"I was wondering whether you were accepting applications for employment"

"I am phoning in response to your newspaper advertisement in yesterday's Tribune for a waitress"

5. If appropriate, tell the person about your qualifications.

"I have just completed grade 9 and I am looking for a job as a mechanic's helper. I have had two year's part-time experience in self serve stations and I have had quite a bit of experience in auto repairs."

6. Closing

Depending upon the situation

- Ask if there are any openings

- Ask if you can fill out an application
 - Ask if you can have an interview
 - Ask if they have any other suggestions for employers you might contact
7. Thank the employer for his time.

Appendix L
GUIDELINES FOR CALL BACK CALLS

(direct and by telephone)

1. Introduce yourself.

"Hello, my name is Frank Stevens."

2. Ask for the person to whom you would like to speak.

"I'd like to speak to Mrs. Williams please"

"Could I speak to the personnel manager please"

"Could I have the personnel department, please"

3. Introduce yourself again when you reach the person to whom you would like to speak. Mention the person's name (and make a note of it).

4. State your business

"I submitted an application for employment recently and I was wondering if any openings have come up."

"I had an interview with you two weeks ago and I was wondering if you had decided whom you would be hiring yet. "

"If you don't have any openings right now I was wondering if you had any other suggestions as to where I might apply."

5. If appropriate tell the person again about your qualifications.

6. Thank the employer for his time.

Appendix M

SERVICES OF CANADA EMPLOYMENT CENTRES

Services Offered

1. Career counseling
2. Occupational literature
3. Vocational testing
4. Creative Job Search Techniques Course
5. Labour market information and literature
6. Referral to employers
7. Jobs board
8. Information about special programs for young people and for unemployed persons.
9. Various other services

Locations:

Summer Student Employment Office
460 Main St.
Winnipeg, Manitoba

Youth Career Counseling Centre
393 Portage Ave.
Winnipeg, Manitoba R3B 2C6
Phone: 985-6083

Canada Employment Centre (Manpower Office)
220 Hespeler Ave.
Winnipeg, Manitoba
Phone: 985-5392

(for other neighbourhood centres see the telephone directory)

Appendix N

LETTER OF APPLICATION

321 Johnson Ave.
Winnipeg, Manitoba
R3B0X0
May 3, 1978

Personnel Manager
Winnipeg Tribune
25 Carlton Ave.
Winnipeg, Manitoba
R3B 1M8

Dear Sir or Madam:

I am writing this letter to apply for the position of sales representative advertised in the Winnipeg Tribune on May 1, 1978.

I am very interested in this position and feel that my experience and interests would be a good match with the requirements of this position. I expect to complete my grade twelve at Mennonite Brethren Collegiate in June 1978 and following this I will be available for full time employment. For the last two years I have worked during the summer as a delivery person for Gondola Pizza. I have also had sales experience in my part time job as a sales clerk at Eaton's during the past year.

Enclosed you will find a resume which describes my experience in more detail.

I would appreciate an opportunity to discuss the job with you at your convenience. Thank you for your consideration.

Sincerely yours,

Janet Q. Public

Appendix O

ASSIGNMENT OF MARKS (BEHAVIORAL GROUP)

MARK
(Percentage
of total)

SPECIFIC OBJECTIVE

- | | |
|----|--|
| | 1. Attending classes |
| 10 | 2. Having or obtaining a social insurance number |
| | 3. Satisfactory completion of the resume fact sheet |
| | 4. Satisfactory completion of resume |
| 10 | 5. Assignment: Bringing in a job application form from an employer |
| 10 | 6. Completing three practice job applications to a satisfactory level. (First - 2 points, second - 3 points, third - 5 points for a total of 10 points.) |
| 10 | 7. Assignment: Completing an information sheet on the position to be interviewed for. |
| | 8. Completing interview preparation sheet |
| | 9. Satisfactory rehearsal of interview (role playing) |
| 10 | 10. Assignment: Going to the Canada Employment Centre and picking up an application. |
| 10 | 11. Assignment: Bringing three newspaper "want ads" to school. |
| | 12. Rehearsing direct contacts with employers |
| | 13. Rehearsing telephone contacts with employers |
| | 14. Rehearsing call back calls |
| 10 | 15. Satisfactory completion of a letter of application for employment |
| 10 | 16. Assignment: Three friends or relatives to contact about employment |
| 10 | 17. Assignment: Bringing in a news item that could be used in producing leads |
| 10 | 18. <u>BONUS</u> for completing all other assignments |

100 TOTAL

NOTE: In this workshop, the emphasis is on mastering the skills involved in obtaining employment. Students are

allowed to attempt assignments as often as they wish up to the deadline date for all assignments. All assignments are judged either as being satisfactory or not satisfactory. Comparisons are not made among students.

Appendix P

ASSIGNMENT OF MARKS (TRADITIONAL GROUP)

MARK
(Percentage
of total)

SPECIFIC OBJECTIVE

	1. Attending classes
	2. Having or obtaining a social insurance number
10	3. Satisfactory completion of the resume fact sheet
	4. Satisfactory completion of resume
10	5. Assignment: Answering the question: What is the purpose of a job application?
10	6. Assignment: Making a list of "do's" and "don'ts" for the job interview.
10	7. Assignment: Answering the question: What questions do you think it will be most likely that you will be asked in a job interview?
10	8. Assignment: Making a list of techniques which can be used in finding a job.
10	9. Assignment: Listing the techniques which the student could actually use and an employer that could be contacted.
10	10. Satisfactory completion of a letter of application for employment.
20	11 <u>BONUS</u> for completing all other assignments

100 TOTAL

NOTE: In this workshop, the emphasis is on mastering the skills involved in obtaining employment. Students are allowed to attempt assignments as often as they wish up to the deadline date for all assignments. All assignments are judged either as being satisfactory or not satisfactory. Comparisons are not made among students.

Appendix Q

ASSIGNMENT OF MARKS (CONTROL GROUP)

MARK
(Percentage
of total)

SPECIFIC OBJECTIVE

- | | |
|----|--|
| 10 | 1. Attending classes |
| 10 | 2. Completing the Employment Questionnaire (one of the evaluation measures). |
| 10 | 3. Assignment: Answering the question: What things do you need to know about yourself to make an occupational choice? |
| 10 | 4. Satisfactory completion of the Self Directed Search inventory. |
| 10 | 5. Assignment: Answering the question: What do you need to know about an occupation to decide if it is of interest to you? |
| 30 | 6. Assignment: Research three occupations - ten points for each outline. |
| 10 | 7. Assignment: What satisfactions do I expect to get from my job or career? |
| 20 | 8. <u>BONUS</u> for completing all other assignments. |

100 TOTAL

NOTE: In this workshop, the emphasis is on mastering the skills involved in locating career information. Students are allowed to attempt assignments as often as they wish up to the deadline date for all assignments. All assignments are judged either as being satisfactory or not satisfactory. Comparisons are not made among students.

Appendix R

WHY EMPLOYERS REJECT APPLICANTS

The following is a list of fifty reasons that are most frequently mentioned by employers for rejecting job applicants. Many of these factors can be remedied if the applicant is aware of them. (NOTE: This list is from the booklet "Helping you help yourself . . . to a job" from the Creative Job Search Technique Program, Department of Manpower and Immigration, Winnipeg.)

1. Poor personal appearance
2. Overbearing, overaggressive, conceited, superiority complex, "know-it-all".
3. Inability to express himself clearly - poor voice, diction, grammar
4. Lack of planning for career - no purpose and goals.
5. Lack of interest and enthusiasm - passive, indifferent.
6. Lack of confidence and poise, nervousness, ill at ease.
7. Failure to participate in activities.
8. Overemphasis on money - interested only in best dollar offer.
9. Poor scholastic record - just got by.
10. Unwilling to start at the bottom - expects too much too soon.
11. Makes excuses, evasiveness, hedges on unfavourable factors in record.
12. Lack of tact
13. Lack of maturity
14. Lack of courtesy - ill-mannered
15. Condemnation of past employers.
16. Lack of social understanding.
17. Marked dislikes for school-work.
18. Lack of vitality.
19. Failed to look interviewer in the eye.
20. Limp, fishy handshake.
21. Indecision.
22. Loafs during vacations - no job experience.
23. Unhappy married life.
24. Friction with parents.
25. Sloppy application blank.
26. Merely shopping around.
27. Wants job only for short time.
28. Little sense of humour.
29. Lack of knowledge of field of specialization.
30. Parents make decisions for him.
31. No interest in company or in industry.
32. Emphasis on whom he knows.

33. Unwillingness to go where we send him.
34. Cynical.
35. Low moral standards.
36. Lazy.
37. Intolerant, strong predjudices.
38. Narrow interests.
39. Spends too much time at motion pictures.
40. Poor handling of personal finances.
41. No interest in community activities.
42. Inability to take criticism.
43. Lack of appreciation of the value of experience.
44. Radical ideas.
45. Late to interview without good reason.
46. Never heard of company.
47. Failure to express appreciation for interviewer's time.
48. Asks no questions about the job.
49. High pressure type.
50. Indefinite response to questions.

Appendix S

FREQUENTLY ASKED QUESTIONS

1. What are your future vocational plans?
2. How do you spend your spare time? What are your hobbies?
3. In what type of position are you most interested?
4. Why do you think you might like to work for our company?
5. What jobs have you held? How were they obtained and why did you leave?
6. What do you know about our company?
7. What qualifications do you have that make you feel that you'll be successful in your field?
8. What are your ideas on salary?
9. How do you feel about your family?
10. How interested are you in sports?
11. Can you forget your education and start from scratch?
12. Do you prefer any specific geographic location? Why?
13. How much money do you hope to earn?
14. What do you think determines a person's progress in a good company?
15. What personal characteristics are necessary for success in your chosen field?
16. Why do you think you would like this particular type of job?
17. Tell me about your home life.
18. Are you looking for a permanent or temporary job?
19. Do you prefer working with others or by yourself?
20. Who are your best friends?
21. What kind of supervision do you prefer?
22. Are you primarily interested in making money or do you feel that service to humanity is a satisfactory accomplishment?
23. Can you take instructions without feeling upset?
24. Tell me a story.
25. Which of your parents has had the most profound influence on you?
26. How did previous employers treat you?
27. What have you learned from some of the jobs you have held?
28. Can you get recommendations from previous employers?
29. What interests you about our product or service?

30. Have you ever changed your major field of interest? Why?
31. What do you know about opportunities in the field in which you are trained?
32. Do you plan to make your career with our company?
33. Do you own any life insurance?
34. Have you saved any money?
35. Do you have any debts?
36. How old were you when you became self-supporting?
37. Do you like routine work?
38. Do you like regular hours?
39. What size city do you prefer?
40. What is your major weakness?
41. Define co-operation.
42. Will you fight to get ahead?
43. Do you demand attention?
44. Do you have an analytical mind?
45. Are you eager to please?
46. What do you do to keep in good physical condition?
47. Have you had any serious illness or injury?
48. Are you willing to go where the company sends you?
49. What job in our company would you choose if you were entirely free to do so?
50. Is it an effort for you to be tolerant of persons with a background and interests different from your own?
51. What types of books have you read?
52. What types of people seem to "rub you the wrong way?"
53. Do you enjoy sports as a participant? As an observer?
54. Have you ever tutored a younger student?
55. What jobs have you enjoyed the most? The least? Why?
56. What are your own special abilities?
57. What job in our company do you want to work toward?
58. Would you prefer a large or a small company? Why?
59. What is your idea of how industry operates today?
60. Do you like to travel?
61. How about overtime work?
62. What kind of work interests you?
63. What are the disadvantages of your chosen field?
64. Are you interested in research?
65. How often do you entertain at home?
66. What have you done which shows initiative and willingness to work?

NOTE: This list is from the booklet "Helping you help yourself . . . to a job" from the Creative Job Search Technique Program, Department of Manpower and Immigration, Winnipeg.

Appendix T

CAREERS CANADA SERIES

Careers in Construction
Clerical Occupations
Mechanical Repair Occupations
Electronic Data Processing Occupations
Careers in Recreation and Sports
Careers in Social Sciences
Careers in Protective Services
Careers in Personal Services
Careers in the Hospitality Industry
Careers in Sales
Careers in Agriculture
Technicians in Applied Arts
Careers in Banking and Finance
Careers in Mining and Mineral Processing
Careers in Transportation
Careers in Insurance and Real Estate

Appendix U

JOB APPLICATION SCORING KEY

I. JOB APPLICATION DATA SHEET

Subject No. _____ Rater _____

Ratings: 1. Overall amount of information: _____
2. Overall quality of information: _____
3. Overall impression (how good is application): _____
4. Likelihood of obtaining employment: _____
5. Quality of handwriting or printing: _____
6. Neatness: _____

7. Social Insurance No. given? yes no
8. No. of items in "other training" area: _____
9. No. of questions about bonding answered (with yes or no): _____
10. No. of employment references given: _____
11. Reason for leaving given for each position where the person
is no longer employed?

yes no
12. Number of questionable or potentially negative reasons for
leaving given: _____

13. Replied to each question about contacting employer? _____

yes no
14. No. of negative replies to question about contacting employer: _____

15. Condition of health: 1 - No response
2 - negative reply
3 - positive reply

16. Workman's compensation: 1 - No response
2 - positive response - no explanation
3 - positive response - explanation
4 - negative response

17. Time lost: 1 - No response
2 - 0 days
3 - 1-7 days
4 - 8-14 days
5 - 15-21 days
6 - 22 days or more
7 - Vague response about not much time

18. "Handicaps" question:
1 - All responses negative
2 - No responses given
3 - Some answered negatively, others N/R

- 4 - Any positive responses-with explanation
- 5 - Any positive responses-no explanation
- 19. Physical examination: 1 - No response
2 - no
3 - not sure
4 - yes
- 20. No. of references given: _____
- 21. No. of lines of comment space used: _____
- 22. Quality of comment: _____
(1-7 rating, 9 for no response)
- 23. Did this person use "N.A." or "____" (a stroke)
to indicate questions that were read but did not apply?
yes no
- 24. Writing style used in filling in application:
 - 1 - Printed - block letters
 - 2 - Printed - large and small letters
 - 3 - Written
 - 4 - Mixture of printing and writing
- 25. No. of "cross outs" _____
- 26. Number of spelling errors: _____
- 27. Number of grammatical errors: _____
- 28. No. of items of information placed in the wrong blank: _____
- 29. TOTAL amount of information: _____

COMMENTS:

II. SCORING GUIDELINES

NOTE: Future experience: In completing the application students were asked to imagine that they were applying for a job that they would like to apply for in the future or some job that they had applied for in the past. In applying for "future" jobs students sometimes made up qualifications that would be needed for the job. Some of the dates were projected into the future. Since this was a practice exercise "future" information should be accepted and scored by the usual rules.

Ratings: Do these before doing the objective scoring using the usual seven point scale: (1) very poor, (2) poor, (3) below average, (4) average, (5) above average, (6) good, and (7) very good.

Additional comments:

2. Overall quality of information - How helpful is it in understanding this person's qualification and experience and in deciding whether or not to hire?
4. Likelihood of obtaining employment - In this consider the quality of the application and the relationship between previous experience and the job applied for.
5. Quality of handwriting or printing - Do not consider other neatness factors such as cross-outs.
6. Neatness - Consider all neatness factors including quality of handwriting, cross outs, lay out of responses, pen or pencil used, and so on.
7. Social insurance number - must be a nine digit number or "not yet received" or "applied for". Fillers such as 000 000 000 are not credited.
8. "Other training" - count each separate "theme" as one item. e.g. 3 courses in business education (1 item); can drive a truck and forklift (2 items), grade 10 piano and grade 8 music theory (2 items).
9. Bonding - count these if answered yes or no. Do not count "N.A." or "____" (a stroke through the response space)
10. Employment references - There are three places on the first page of the application and one on the second page where employment references may be given. In addition a person could show in one place that he or she worked repeatedly for the same organization. eg. Camp Arnes employed summer 1977, summer 1976 - count this as two references.
11. Reason for leaving given - count as yes if the person has never left a job.
12. Questionable or negative reasons for leaving - Count reasons that might reflect poorly on the person or the employer. eg. fired, quit (with no acceptable reason given), didn't like the hours or pay, doing poorly in

- school, etc. Examples of acceptable reasons are: return to school, to improve school work, wanted a full time job, more pay, better working conditions, or more chance for advancement (if phrased positively).
13. Question about contacting employer - Mark "yes" if a person does not have any employment references. 15-19. Count "N.A.", "?", or "----" as no response (here and elsewhere).
 20. Personal references - Note that the application asks for people who are not relatives or former employees. A few people gave the name of someone with the same last name who lived at the same address as they did. These should be presumed to be relatives and not counted. References with the same last name but a different address should be accepted as there are some very common names among the students.
 21. No. of lines of comment space - Give one point for each line with at least one word on it.
 23. Use of "N.A." or "----" - Be sure to look over the application carefully as some people used this only once and it should still be counted.
 24. Writing style - Consider what style the person used for the majority of the application (90 %). Script is to be counted as printing if the majority of the letters are not touching.
 25. Cross outs - count each word or part of a word that is crossed out. Do not count letters that the person has written over or words on the form itself that are crossed out neatly.
 26. Spelling errors - Note that students frequently spell the name of the school incorrectly. Count as errors small letters used in proper nouns (e.g. Ave., St.). Count a word each time it is spelled incorrectly. Also count a spelling error if students give the wrong street number in the school address.
 27. Grammatical errors - Count obviously poor or erroneous English but do not count sentence structure that is merely awkward. (e.g. applying for the position for an apprentice, after have completed, I can do this good)
 28. Information placed in the wrong blank. - The most frequent errors seem to have been in the employment area: placing the supervisor's name in the "employer" blank, the supervisor's position in the "position" blank, etc. On page 2 of the application at the top some students replied to the question "... experience not already listed?" with "no" and then filled in the "name of company" and the associated blanks below. It seemed in most cases that these students misunderstood the questions following the "other experience" one to mean the name of the company to which they were applying. If these blanks are completed in error count each item as an error in this category. (Note: when information is placed in the wrong blank it is not

included in the total information score in item 29 below). The application form requests that employment references be given from the most recent and then backward in time. If jobs are listed out of the proper chronological order count the number of jobs that would have to be moved to put them in the correct order and count the number of moves as the number of errors. In this case the employment references should still be counted in the total information score in item 29 (below). Count one item out of place if a job is described on page two when there is still room to place it on page one. Do not count overlapping jobs or jobs where the year or date is not given as being out of order.

29. Total amount of information.

In general one point is given for each item of information correctly placed in a blank on the application form. A job application form follows in which each place where a point can be obtained is marked. Do not count information that has been placed in the wrong blank or "N.A." or a stroke through a blank. A check mark may be counted as a "yes" response in some of the shorter blanks (e.g. Do you have a driver's licence?).

In order to provide for more uniform scoring some of the specific material that will be encountered on the application is described below.

a) Addresses.

Normally give one point if the person gives a street name and an additional point if a street number is also given. Give one point for a building name in the case of a business (e.g. Tribune Building) and two points for a corner location of a business (e.g. William at Sherbrook). In the case of a rural address give one point for the box number and an additional point for the town. An exception to the usual address scoring system is the person's home address given at the top of the first page. For this address give one point for the complete street address (street name and number or box number in a rural setting) and an additional point for the town or city.

b) Other training

Give one point for each theme (as described previously) or one point for the word "none".

c) Name and address of last school.

All of the students attend Mennonite Brethren Collegiate Institute. Some of the students gave the name of a school that they hope to attend in the future and this should be counted as acceptable. The name of a school

that was attended much earlier (elementary or junior high school) should not be accepted. In counting the name of the school two points are given for the complete name (e.g. Mennonite Brethren Collegiate or Collegiate Institute) and one point is given for an abbreviation or shorter version of the name (e.g. Mennonite Brethren or M.B.C.I). The school address is counted according to the usual rules.

d) Employment references.

Score as shown on the sample application. Note that in giving the name of the employer many students put a person's name here rather than the name of a company or organization. In some cases this is appropriate as the student was employed by an individual rather than an organization (e.g. as a babysitter or as a farmer's or contractor's helper). In other cases, however, the student indicates later in that reference possibly by the type of position (as a camp counselor, for example), that he or she was employed by an organization. In other cases where the student appears to have been employed by an organization but gives the name of a person instead do not give credit for this item. (This would also be counted as an item of information put in the wrong place in item 28.)

In the Manager's Name item only give credit if the student gives the person's last name, or, if the person is a relative, the relationship. So, "Mr. Smith", or "Shirley Smith", or "my father" would be credited for one point while "Bill" or "Shirley" would not be credited.

In the dates of employment item give two points if at least one of the starting or finishing dates includes the year. Give only one point if the time period does not include the year (e.g. April to present).

For the salary item give one point for the amount of pay and one point for the units of time. (e.g. 1 point - volunteer, none, unpaid, minimum, \$3.19, \$200; 2 points - \$3.10 per hour, \$200 per month).

e) Comments

Give one point for each line with at least one word on it. Do not count words such as "none", however.

NOTE: For the sake of accuracy it is suggested that the total information score should be counted twice.

III SCORING KEY

APPLICATION FOR EMPLOYMENT

Date: _____ Position Desired: (1 point) _____

Name: (1) _____ Social Ins. Number (1) _____

Address: (1 point for street address or Box number) _____
 (1 point for city or town) _____ Telephone No. (1) _____

Education—Circle last year completed: 1 2 3 4 5 6 7 8 9 10 11 12 13 (1)

College or Business School: 1 2 3 4 5 (1) Certificate or Degree: (1) Date: (1) _____

Other Training: (1 point for each theme) _____

Name and Address of last School: (Name of School: 1 or 2 points) (Address: 1 or 2 points)
 (Omit Elementary Schools)

Do you have a Driver's License? (1) Life Insurance? (1) Amount: (1) _____

Have you ever been under bond? (1) Has bond ever been refused? (1) Have you a pension? (1) _____

Employment References: (Beginning with last employer, then next to last, etc.)

Name of Employer: (1) _____ Position Held: (1) _____

Address: (1 or 2) _____ Manager's Name: (1) _____

Employed from (1) _____ to (+1 for year) _____ Salary: (1 or 2) _____

Reason for Leaving: (1) _____

May we contact this employer? Yes _____ No _____ (1)

Name of Employer: (same as above) _____ Position Held: _____

Address: _____ Manager's Name: _____

Employed from _____ to _____ Salary: _____

Reason for Leaving: _____

May we contact this employer? Yes _____ No _____

Name of Employer: (same as above) _____ Position Held: _____

Address: _____ Manager's Name: _____

Employed from _____ to _____ Salary: _____

Reason for Leaving: _____

May we contact this employer? Yes _____ No _____

(over)

Have you had any office or selling experience not already listed? (1) _____

Name of Company: (1) _____ Address: (1 or 2) _____

Approximate Dates of Employment: (1 or 2) _____ Position Held: (1) _____

Have you had previous employment with this company? (1) _____

Department: (1) _____ Approximate Dates of Employment: (1 or 2) _____

Do you have any relatives in our employment at present? (1) _____
(Do not give names)

What is the present condition of your health? (1) _____

Have you received Workmen's Compensation payments? (1) If yes, explain (1) _____

How much time have you lost due to illness, in the last two years? (1) _____

Any handicap in—Speech: (1) _____ Hearing: (1) _____

Sight: (1) _____ Other: (1) _____

Are you willing to take a Physical Examination? (1) _____

Give the names and addresses of two persons, not relatives or former employees who can vouch for honesty, character, and habits:

Name: (1) _____ Address: (1 or 2) _____ Known how long? (1) _____

Name: (1) _____ Address: (1 or 2) _____ Known how long? (1) _____

Comments:

(one point for each line with at least one word on it)

In case of emergency or accident notify the following person:

Name: (1) _____

Address: (1 or 2) _____ Phone: (1) _____

I certify that the information given by me on this application is complete and correct.

Applicant's Signature: (1) _____

Appendix V

STANDARD JOB INTERVIEW FORMAT

I. THE INTERVIEW

(Interviewee knocks on the door).

Come in . . . (Interviewer is standing).

Hello . . . (Pause and wait to see if the interviewee introduces himself or herself).

Have a seat please. (Interviewer sits also).

How are you today?

I understand that you are applying for a job as a . . .
 . . . (Position from interviewee's application form.
Interviewer briefly looks over form).

1. I see that you've been attending Mennonite Brethren Collegiate. How do you like it there?
2. How have you done in your school work?
3. Could you tell me about the jobs you've had in the past? (If the applicant says that he or she has not had a job go to item 5).
4. Why did you leave your last job? (go to item 7).
5. Have you been involved in any other activities that have been like a job?
6. Are you still involved in . . . (that activity)?
7. Why did you decide to apply for this job?
8. Could you tell me a little about yourself as a person?
9. What are your plans for the next few years?
10. Do you have any questions about the job?

I guess that's about all I have to ask . . . (pause) . . .
.. It was very nice talking to you.

II. GUIDELINES FOR INTERVIEWERS

1. We are hoping to make the interviews a positive experience for the students. The interviewer can help in this by:
 - a) making brief positive comments about what the student is saying.
 - that sounds interesting
 - that's nice
 - b) Use your actions to maintain the student's comments.
 - head nodding
 - "uh-huh", "yes", "right"
2. Questions are delivered in a relaxed manner. Probing questions are not used.
3. There will be a clock available to help the interviewer judge the time. After 8 minutes move to the question asking if student has any other questions. - even if other items have not been covered.
4. Interviews will be rehearsed in a practice session. Special attention will be paid to ad-libbing responses to student's questions about the potential jobs.

PRACTICE JOB INTERVIEWS

Name: _____

Date: _____

Time: _____

Place: _____

In order to be prepared for the practice interviews,
please:

1. Bring the name of a job for which you would like to apply and the place that you would like to apply. Make up a job if you would like. (e.g. Summer employment, Winnipeg Parks Department.)
2. Bring this notice
3. Be prepared to complete a job application.
4. Come on time
5. Behave in the interview as if you were applying for a job that you really wanted.
6. Wear clothing appropriate for an interview (i.e. dress neatly). Since the interview is at school, more formal dress (e.g. a sports jacket or a dress) required for some jobs will not be necessary.

If you are not able to make the scheduled time please arrange another time with Barry Mallin or John Walker. (See us at school on interview days or phone 786-7841 and leave a message for John Walker (days) or phone 475-3065 evenings).

Appendix W

JOB INTERVIEW SCORING KEY

I. JOB INTERVIEW DATA SHEET

Interviewee: _____ Job: _____

Tape #: _____ / _____ Tape counter: _____

Observer: _____ Date: _____ Time: _____

1. Duration of interview: _____
2. Speech duration: _____
3. Gaze duration: _____
4. Ratio gaze/speech duration: _____
5. Introduce self: _____
6. Shake interviewer's hand _____ yes no
7. Mention interviewer's name _____ yes no
8. No. of qualifications mentioned: _____
9. Positive statements or statements of interest: _____
10. No. of questions about the job: _____
11. Statement of potentially negative personal information _____ yes no
12. Sit appropriately in chair without slouching: _____ yes no
13. Appropriate dress and grooming: _____ yes no
14. Call back ending: _____ yes no
15. Thank interviewer: _____ yes no
16. Overall skillfulness: _____
17. Likelihood of obtaining employment: _____
18. Positiveness of presentation: _____
19. Wearing jeans? _____ yes no
20. Well dressed? _____ yes no
21. Ratio gaze/interview duration: _____

Comments (continued on back if necessary):

SCORING GUIDELINES1. Duration of interview

START to time when the interviewer or interviewee says the first word (e.g. "Hello"). STOP timing when the interviewer stops the videotape recorder immediately after the interview.

2. Speech duration (Interviewee)

Use the stopwatch to time the interviewee's speech duration. Count brief responses to questions (e.g. "O.K.", "school", "yes", etc.) but do not count every "uh-huh", "yes", and other very brief responses that the interviewee makes while the interviewer is speaking. Similarly do not stop the stopwatch when the interviewer interjects brief maintaining verbalizations in the interviewee's train of speech (e.g. "yes", "uh-huh", "good", etc.). Normally the timer would be stopped when the interviewer takes over the speaking role. Do not stop the timer for normal pauses in a stream of verbalization when it appears that the person will continue in a second or so.

3. Gaze duration

Time the duration of time that the interviewee appears to be gazing at the interviewer's face. Do not start timing until the interviewee is seated in the chair. In a few cases the interviewee was asked to move the chair into a slightly different position - do not start timing until the interviewee has finished moving the chair. There may be some eye movement in which the person still appears to be looking at the interviewer's face - this is acceptable and may be counted as gaze time. Note that often people look away just after they have been asked a question. It helps to be prepared to stop the timer at these times. Watch carefully for instances where the eyes are averted downward as this is often quite difficult to discriminate. Finally, do not stop the timer for blinks if they come in a "gaze" period.

5. Introduction

Count this as occurring if the interviewee mentions his or her name at the start of the interview. (e.g. Hello, my name is Bill).

6-7. Shake interviewer's hand and mention interviewer's name.

Count these behaviours as occurring if they occur at any time in the interview.

8. Number of qualifications mentioned.

SCHOOL - count 1 qualification for doing well in school (count only once even if mentioned more than once).

JOBS - count one point for each job mentioned.

MORE SPECIFICALLY:

Name of employer

- give one point for name of employer given either specifically or generally.
- e.g. Tomboy, Safeway, Tribune, a newspaper, a construction company, my parents, my uncle, our neighbour, etc.

Job Title

- give one point for job title if given explicitly.
- e.g. carpenter, mail sorter, filler, sales clerk, receptionist, farm worker.

Area in which worked

- give 1 point for specific mention.
- e.g. order department, mail room, kitchen, auto service dept., farm, camp.

Specific Activities

- give 1 point for each specific activity mentioned - counting verbs may be helpful.
- e.g. I cleaned tables and prepared the room for new customers (2 points).
- I cleaned the kitchen area and cleaned the dining room at the end of the day (2 points).
- I cleaned the kitchen and the dining room at the end of the day (1 point).

Note: Do not count very vague statements

- e.g. "I did all kinds of things" (0 points).
- "I had various duties" (0 points).

Time worked

- do not give any extra points for mentioning having worked at a job more than once, the year when worked there, hours, days, shifts, part-time, full-time, etc.

EXAMPLES:

- "I worked as a cashier in a store" (2 points).
- "Worked on my uncle's farm" (2 points).
- "Worked for my parents - "Dad owned Wiebe's Construction Co." (2 points).
- "Worked on my father's farm" (2 points).

"Worked for Safeway as a cashier. I operated the cash register and served customers" (4 points).

OTHER POSSIBLY UNPAID EXPERIENCE:

In general count unpaid or volunteer experience following the above rules. This would include experience gained in volunteer work, at church, at school, or in the home. This is only done if the person gives the information in response to the question about work experience or about other experience that was like a job or if the person relates the experience (if described later in the interview) to the requirements of a job.

e.g. baby-sitting, housecleaning, cooking, teaching Sunday or Bible school, work on committees, etc., at school.

MORE GENERAL QUALIFICATIONS (Often given in response to the question: "Could you tell me something about yourself as a person?")

- Count very general qualifications that the interviewer might see as relating to employment.

e.g. - I am prompt and dependable (2 qualifications)
 - I get along well with people (1 qualification)
 - I did quite well in school (1 qualification for doing well in school)

NOTE: Doing well in school is counted only once even if it is expressed in more than one phrase.

e.g. - I did well in school and came first in my class (1 qualification).

- Do not count: activities that do not clearly relate to a job or activities that the person does not relate to the job (e.g. recreational activities unrelated to job).

- e.g. I am an active person, I like to travel, I can play the piano and like to sing.

BUT these same statements could be counted as qualifications if the person suggests that this skill or interest might relate to the job or help in it.

- e.g. "I can play the piano - that might come in handy in a day care centre where you can lead the children in songs" (1 qualification), " . . . I can sing as well" (1 qualification).

COUNT

- e.g. mechanic - "work on cars in spare time".
 - e.g. librarian - "read a lot".

DO NOT COUNT personal characteristics that are not really related to employment or that are extremely general.

- e.g. I am a good person, I go to church regularly, I am friendly, I am a good friend, easy going, easy to get along with.

Other General Qualifications to Count:

- "willing to work", "willing to learn", "have had experience in the area", "I am good with numbers (job as an accountant)"

9. Positive statements or statements of interest in the potential job or employer, previous jobs or employers, or school.

e.g. SCHOOL - only count one positive statement made about school even if several are made. Note that this is different from comments about jobs, employers, etc. where repeated comments are counted.

e.g. "I like school", "It is good", "It is fun".

NOTE: DO NOT COUNT extremely faint praise in any of the areas mentioned in 9, e.g. "It's OK (fine, not bad)"

DO NOT COUNT cynical comments, e.g. "It's a pretty crazy place".

PREVIOUS JOBS OR EMPLOYERS

Count each positive statement even if previous job was unrelated to this one.

e.g. - "I really enjoyed working at Camp Arnes, it was interesting" (count as 2).

POTENTIAL JOB, EMPLOYER, OR FIELD

- As above count each positive statement and count that statement again if it appears later in the dialogue.

e.g. day care worker - "I like children" . . . (later in the interview) . . . "I like kids" (count as 2).

COUNT interest in people, liking to work with people, and such for all jobs.

COUNT statement of interest in getting further training or experience in the area OR a similar area. (Count these statements each time - even if mentioned more than once).

e.g. - nurse's aid - "thinking of taking nursing" (or medicine)

e.g. - construction worker - "planning to take engineering at University or Community College"

e.g. - COUNT interest in working in that area for a period of time but not interest in working in general for a period of time.

DO NOT COUNT interest in more training in an unrelated field.

e.g. - waitress - "want to take a design course at University".

e.g. - Nurses aid - "want to go into education."

NOTE: To make it easier to keep track, try to count the number of positive adjectives (e.g. good), and verbs (like, enjoy, interest, fun, etc.).

"I enjoy working with kids and like meeting people" (count as 2 for person applying for job as a day care worker).

NOTE: Response to interviewer's answers to questions about the job - In some cases the interviewee makes a positive comment in response to the interviewer's answer. These are counted as positive comments.

e.g. - (interviewer's description of salary) . . . "that's good" (+1 positive comment).

e.g. - (interviewer's description of duties or working conditions) . . . "that sounds really interesting (+1). . . I like variety (+1).

**NOTE: LEADING QUESTIONS OR INFORMATION PROVIDED BY THE INTERVIEWER

In the areas of qualifications (item 8) and positive comments (item 9) do not count information that has been provided by the interviewer.

DO COUNT information provided in response to these comments by the interviewer.

e.g. - Interviewer: "I see that you have worked at MacDonald's"

Interviewee: "Yes. I served customers and cleaned up the kitchen and the parking lot." (count as 2 qualifications).

NOTE: SCHOOL - The question about school is fairly leading so credit response to leading questions in this area.

e.g. - Do you like attending school here? . . . "yes" (+1 positive comment).

10. Questions about the job

Count each issue or topic. e.g. - What are the days and hours? And what is the pay? (count as 3 questions)

11. Potentially negative personal information

Count here each theme or item of personal information that might affect the interviewer's decision nega-

tively. Specific examples are: failed or failing a course or grade; planning to drop out of school; involvement with the law - such as an arrest as a juvenile; not getting along with parents, teachers, other students, or former employers; and having been fired from a previous job. Do not count as negative information a statement by the student that he or she has not had previous work experience.

12. Sit appropriately in chair

Do not count this as occurring if the interviewee leans far back in the chair with his or her seat in the front half of the chair seat. Moderately poor posture may be counted as sitting appropriately if the person is not leaning way back. Grossly poor posture with hunched over shoulders, for example, is counted as a nonoccurrence of this behaviour.

13. Appropriate dress and grooming

Considering the variety of clothing worn to school this is not scored too strictly. Blue jeans are acceptable if they are not faded or tattered. Unacceptable items of clothing are T-shirts, and extremely casual jackets such as hooded cotton jackets. Observe whether or not the person's hair appears combed.

14. Call back ending

Count this as occurring if the interviewee asks if he or she may contact the interviewer to find out whether he or she obtained the job.

15. Thank interviewer

Count this as occurring if the interviewer thanks the interviewee near the end of the interview. Note that in a few interviews the interviewee's comment at the end was not intelligible.

16. Overall skillfulness (rating)

Use the usual seven point scale (from very poor to very good) to rate how well this person presented himself or herself in the interview. Try to give your overall impression without referring back to the objective measures.

17. Likelihood of obtaining employment (rating)

Would this person be given the job if one were available? Past experience may be considered. Look at

it from the employer's point of view - you may be sympathetic to a person who comes across poorly but would you hire them for your organization?

18. Positiveness of presentation (rating)

How positive was this person's presentation of himself or herself?

19. Wearing jeans?

Count jean-cut pants whether they appear to be blue or some other colour. Observing the cut of the back pocket in making this judgement may be helpful as jeans have patch pockets. Do not count corduroy pants even though these are often in jeans-cut.

20. Well dressed?

Is this person well dressed? Examples are: a coordinated outfit, skirt or dress, suit or sports jacket, dress pants and shirt, and neat corduroy slacks with a neat shirt or blouse.

APPENDIX X:

EMPLOYMENT INTERVIEW SELF-RATING SCALE

Name: _____ Date: _____

Interviewer: _____ Time: _____

Instructions:

Please rate your performance in the employment interview in each of the areas described below. CIRCLE the number of the statement that best describes how you did in that area.

1. Anxiety before the interview.

1	2	3	4	5	6	7
highly anxious	anxious	above average	average	below average	low anxiety	very low anxiety

2. Anxiety during the interview.

1	2	3	4	5	6	7
highly anxious	anxious	above average	average	below average	low anxiety	very low anxiety

3. Overall skillfulness in the interview. (How well did you present yourself during the interview).

1	2	3	4	5	6	7
very poor	poor	below average	average	above average	good	very good

4. Likelihood of obtaining employment.

1	2	3	4	5	6	7
very poor	poor	below average	average	above average	good	very good

COMMENTS: (Optional) (Strengths, weaknesses, difficult questions, other comments - use back of this sheet if necessary).

APPENDIX Y:

EMPLOYMENT INTERVIEW RATING SCALE

Instructions:

Please rate the interviewee's performance in the employment interview in each of the areas described in the scale. CIRCLE the number of the statement that best describes the interviewee's performance in that area.

e.g.

1	2	3	4	5	6	7
very poor	poor	below average	average	above average	good	very good

Note: Please put any comments you have about strengths, weaknesses, or other notable factors about the interviewee on the back of the rating sheet.

EMPLOYMENT INTERVIEW RATING SCALE

Name: _____ Date: _____
 Rater: _____ Time: _____

1. Appropriateness of dress.

1	2	3	4	5	6	7
very poor	poor	below average	average	above average	good	very good

2. Appropriateness of grooming and personal appearance.

1	2	3	4	5	6	7
very poor	poor	below average	average	above average	good	very good

3. Anxiety during the interview.

1	2	3	4	5	6	7
highly anxious	anxious	above average	average	below average	low anxiety	very low anxiety

4. Posture during the interview. (From slouching in chair to good posture).

1	2	3	4	5	6	7
very poor	poor	below average	average	above average	good	very good

5. Statement of qualifications for the job.

1	2	3	4	5	6	7
very poor	poor	below average	average	above average	good	very good

6. Eye contact.

1	2	3	4	5	6	7
very poor	poor	below average	average	above average	good	very good

7. Attentiveness.

1	2	3	4	5	6	7
very poor	poor	below average	average	above average	good	very good

8. Overall skillfulness in the interview. (How well did this person present himself or herself during the interview).

1	2	3	4	5	6	7
very poor	poor	below average	average	above average	good	very good

9. Likelihood of obtaining employment.

1	2	3	4	5	6	7
very poor	poor	below average	average	above average	good	very good

Name: _____ Date: _____

GENERAL INSTRUCTIONS: Either a pen or pencil may be used to complete this questionnaire. Many of the questions may be answered simply by placing an X or check mark in the appropriate box while other questions call for written answers. Please feel free to write in additional comments whenever you wish to do so. Note that for some answers you are asked to skip some of the following questions and go to a question later in the questionnaire.

A. PAST EXPERIENCE

1. Were you employed last summer in a full-time or a part-time job? (Note: If you had both full-time and part-time employment please mark the category in which you worked for the longest period of time).

- () 1. Yes - employed full-time.
() 2. Yes - employed part-time.
() 3. No - not employed. GO TO QUESTION 9

NOTE: Answer questions 2 to 8 if you were employed last summer. Otherwise skip to question 9.

2. Approximately how many hours per week, on the average, did you work during the time you were employed?

- () 1. 1 to 10 hours.
() 2. 11 to 20 hours.
() 3. 21 to 30 hours.
() 4. 31 to 40 hours.
() 5. 41 or more hours.

3. What was the name of your employer? (e.g. Eaton's, McDonalds, family farm) _____

4. What was your position or job? (e.g. sales clerk, baby sitter, farm worker) _____

5. How did you find this job? (Mark the method that was most important in obtaining this job.)

- () 1. Newspaper advertisement.
() 2. Referral or listing from Canada Employment Centre. (Manpower)
() 3. Other government agency. (e.g. STEP)
() 4. Private employment agency.
() 5. Referral or suggestion by friend or relative.
() 6. Letter of application.
() 7. Direct inquiry.
() 8. Telephone inquiry with employer.
() 9. Hired by previous employer.
() 10. Other (Please specify: _____)

6. Did you fill out a job application in applying for this job?

- () 1. Yes
- () 2. No
- () 3. Do not recall.

7. Did you have a job interview in applying for this job?

- () 1. Yes
- () 2. No
- () 3. Do not recall.

8. How satisfied were you with this job?

- () 1. Very unsatisfied.
- () 2. Unsatisfied.
- () 3. Somewhat unsatisfied.
- () 4. Netral.
- () 5. Somewhat satisfied.
- () 6. Satisfied.
- () 7. Very satisfied.

GO TO QUESTION 10

Note: Answer question 9 if you were not employed last summer.

9. If you were not employed last summer how did you spend most of your time? (Please mark just one activity).

- () 1. On vacation or travelling.
- () 2. Educational activities (taking courses).
- () 3. Doing unpaid (volunteer) work.
- () 4. Keeping house.
- () 5. Other. (Please specify: _____)

_____).

B. PRESENT SITUATION

10. Are you employed at the present time?

- () 1. Yes - employed full-time.
- () 2. Yes - employed part-time.
- () 3. Not employed. GO TO QUESTION 14.

Note: Answer questions 11 to 13 if you are employed at present.

11. Approximately how many hours, on the average, do you work each week? _____

12. What is the name of your employer? _____

13. What is your position or job?

C. SUMMER PLANS

14. Do you have a job for this summer?

- () 1. Yes
- () 2. No GO TO QUESTION 19

Note: Answer questions 15 to 18 if you have a job for this summer.

15. What is the name of your employer?

16. What is your position or job?

17. Approximately how many hours do you expect to work each week?

- () 1. 1 to 10 hours.
- () 2. 10 to 20 hours.
- () 3. 21 to 30 hours.
- () 4. 31 to 40 hours.
- () 5. 41 or more hours.
- () 6. Do not know.

18. How did you find this job? (Mark the method that was most important in obtaining this job).

- () 1. Newspaper advertisement.
 - () 2. Referral or listing from Canada Manpower Centre.
 - () 3. Other government agency (e.g. STEP).
 - () 4. Private employment agency.
 - () 5. Referral or suggestion by friend or relative.
 - () 6. Letter of application.
 - () 7. Direct inquiry with employer.
 - () 8. Telephone inquiry with employer.
 - () 9. Hired by previous employer.
 - () 10. Other. (Please specify: _____)
-

GO TO QUESTION 21

Note: Answer question 19 if you do not have a job arranged for this summer.

19. Do you expect to seek employment for this summer?

- () 1. Yes
- () 2. Not sure
- () 3. No. GO TO QUESTION 23

Note: Answer questions 20 to 22 if you may seek employment this summer.

20. If you do not yet have a job arranged for this summer, what do you think is the likelihood of finding a job?

- () 1. Very unlikely.
- () 2. Unlikely.
- () 3. Somewhat unlikely.
- () 4. Average.
- () 5. Somewhat likely.
- () 6. Likely.
- () 7. Very likely.

21. Have you submitted any applications for employment for this summer?

- () 1. Yes ... How many? _____
- () 2. No

22. Have you had any interviews regarding employment for this summer?

- () 1. Yes ... How many? _____
- () 2. No.

GO TO QUESTION 24

Note: Answer question 23 if you are not seeking employment this summer.

23. If you are not seeking employment this summer how do you plan to spend most of your time? (Please mark one activity).

- () 1. On vacation or travelling.
- () 2. Educational activities (taking courses).
- () 3. Doing unpaid (volunteer) work.
- () 4. Keeping house.
- () 5. Other. (Please specify: _____)

D. BACKGROUND INFORMATION

24. What is your planned major activity for next year?

- ☐ 1. Attend high school.
- ☐ 2. Attend bible college.
- ☐ 3. Attend university.
- ☐ 4. Attend community college.
- ☐ 5. Obtain employment.
- ☐ 6. Do unpaid (volunteer) work.
- ☐ 7. Undecided.
- ☐ 8. Other. (Please specify: _____).

25. What is your long term educational goal? (Mark only the highest level of training you expect to receive).

- ☐ 1. Undecided.
- ☐ 2. Complete high school.
- ☐ 3. Complete apprenticeship.
- ☐ 4. Complete course at community college.
- ☐ 5. Complete course at bible college.
- ☐ 6. Complete diploma or degree at university.
- ☐ 7. Complete postgraduate training at university.
- ☐ 8. Other (Please specify: _____).

Note: Please leave out any of the following questions that are not applicable to your situation.

26. What is your father's occupation?

27. What is your father's level of education? (Mark only the highest level applicable).

- ☐ 1. Elementary school.
- ☐ 2. Some high school.
- ☐ 3. Complete high school.
- ☐ 4. Some high school with some additional training (e.g. post secondary or trade).
- ☐ 5. Complete high school with some additional training (e.g. post secondary or trade).
- ☐ 6. Some university.
- ☐ 7. University diploma or degree.
- ☐ 8. Post graduate degree.
- ☐ 9. Other. (Please specify: _____).
- ☐ 10. Don't know.

28. What is your mother's occupation? (e.g. homemaker, retail store manager, etc.)

29. What is your mother's level of education? (Mark only the highest level applicable).

- () 1. Elementary school.
- () 2. Some high school.
- () 3. Complete high school.
- () 4. Some high school with some additional training (e.g. post secondary or trade).
- () 5. Complete high school with some additional training (e.g. post secondary or trade).
- () 6. Some university.
- () 7. University diploma or degree.
- () 8. Postgraduate degree.
- () 9. Other. (Please specify: _____).
- () 10. Don't know.

Thank you for completing this questionnaire. Any comments you have about the questionnaire would be appreciated. Comments may be written below and on the back of this sheet.

APPENDIX AA:

FOLLOW UP OF JOB SEEKING OR CAREERS COURSE

As part of the evaluation of this course we are planning to contact the students involved to inquire about their job seeking or employment experience during the summer. We are hoping to learn more about how students obtain summer jobs and more about the jobs that they obtain. Finding suitable employment is very important to many high school students and we hope that the information that we gather this year can help us in planning future courses of this type.

In the follow up, students who had a summer job when the course began will be sent one questionnaire in late July asking various questions about their summer job. Students who did not have a summer job when they started the course and were planning on seeking summer employment will receive questionnaires on job seeking activities. These questionnaires will be mailed out at two week intervals to obtain information on the student's job seeking activities during each two week period until a job is obtained or until the end of July.

In evaluating a program of this type it is very important that we obtain replies from each of the students involved in the program. Each of the questionnaires that is sent to your home will have a prestamped and addressed envelope so that it can be returned promptly after you have taken a few minutes to complete it. As a token of our appreciation for your assistance in the follow up we will be sending a small gift certificate to each student who has returned all of the questionnaires by the middle of August.

Change of address: If you expect to live at an address different from your present one over the summer months (from June 10 to August 10) we would very much appreciate being informed of your new address. If you know the new address please complete the change of address slip at the bottom of this page. If you do not yet know your summer address please send in a change of address as soon as you know the new address.

Your assistance in helping us to evaluate this program has been very much appreciated. Thank you.

Name: _____

New Address: _____

Phone Number: _____

When do you expect to move to this new address? _____

Please send to:

Child Guidance Clinic
700 Elgin Ave.
Winnipeg, Manitoba
R3E 1B2

APPENDIX AB: JOB SEEKING ACTIVITY QUESTIONNAIRE

700 Elgin Avenue
Winnipeg, Manitoba
R3E 1B2

Dear

I am writing this letter to ask you to take a few minutes of your time to fill out the enclosed questionnaire on your job seeking activities. We are hoping through these questionnaires to learn more about how students obtain summer jobs.

In answering the questions it is only necessary to describe your job seeking activities since you completed the last questionnaire about two weeks ago. When you have completed the questionnaire please return it to me in the enclosed preaddressed envelope as soon as possible.

Thank you for your help.

Sincerely

JOB SEEKING ACTIVITY QUESTIONNAIRE

Name: _____ Date: _____

GENERAL INSTRUCTIONS: Either a pen or pencil may be used to complete this questionnaire. Many of the questions may be answered simply by placing an X or check mark in the appropriate box while other questions call for short written answers. Please feel free to write in additional comments whenever you wish to do so. Note: Depending upon how you answer some questions, you may be asked to skip some of the following questions and go to a question later in the questionnaire.

A. SUMMER EMPLOYMENT (THIS YEAR)

1. Do you have a job for this summer?

- () 1. Yes . . . If yes, go to question 2.
 () 2. No . . . If no, skip to question 7.

NOTE: Answer questions 2 to 6 if you have a job for this summer.

2. What is the name of your employer?

3. What is your position or job?

4. Approximately how many hours do you expect to work each week?

- () 1. 1 to 10 hours
 () 2. 11 to 20 hours
 () 3. 21 to 30 hours
 () 4. 31 to 40 hours
 () 5. 41 or more hours
 () 6. Do not know

5. How did you find this job? (Mark the method that was most important in obtaining this job.)

- () 1. Newspaper advertisement
 () 2. Referral or listing from Canada Manpower Centre.
 () 3. Other government agency (e.g., STEP)
 () 4. Private employment agency
 () 5. Referral or suggestion by friend or relative
 () 6. Letter of application
 () 7. Direct inquiry with employer
 () 8. Telephone inquiry with employer
 () 9. Hired by previous employer
 () 10. Other. (Please specify: _____)

_____).

-2-

6. On what date (approximately) do you expect to start or did you start this summer job? _____

NOTE: Answer question 7 if you do not already have a summer job. If you already have a summer job, skip to question 9.

7. Are you still planning to seek employment for this summer?

- () 1. Yes . . . Skip to question 9.
 () 2. Not sure . . . Skip to question 9.
 () 3. No . . . Go to question 8.

8. If you are not seeking employment this summer, how do you plan to spend most of your time? (Please mark one activity only.)

- () 1. On vacation or travelling.
 () 2. Educational activities (taking courses).
 () 3. Doing unpaid (volunteer) work.
 () 4. Helping around home.
 () 5. Other. (Please specify: _____)

9. Have you looked for employment since you last completed a questionnaire on your employment or job seeking activities?

- () 1. Yes . . . Go to section B below.
 () 2. No . . . Skip to question 25.

B. JOB SEEKING ACTIVITIES

We are interested in students' job seeking activities in looking for summer employment (or permanent employment). In answering the questions that follow, please include only your job seeking activities since the previous questionnaire.

10. Did you reply to newspaper advertisements about employment? (in person, by telephone, or by mail).

- () 1. Yes
 () 2. No

If yes, please answer the following questions:

- a. How many? _____
 b. List the employers who placed the advertisements (e.g., The Bay, baby-sitting job, grass cutting job, City of Winnipeg, etc.): _____

-3-

11. Did you register at a Canada Employment Centre?

- () 1. Yes
() 2. No

If yes, please answer the following questions:

a. Were you interviewed by a counselor at the Centre?

- () 1. Yes
() 2. No

b. How often did you visit the Centre? _____

c. How many job leads did you obtain? _____

12. Did you use any other government agencies?

- () 1. Yes
() 2. No

If yes, please answer the following questions?

a. Which ones? _____

b. How many job leads did you obtain? _____

13. Did you use the services of a private employment agency?

- () 1. Yes
() 2. No

If yes, please answer the following questions:

a. Were you interviewed by an employment counselor?

- () 1. Yes
() 2. No

b. How often did you visit the agency? _____

c. How many job leads did you obtain? _____

14. Did you ask friends and relatives for suggestions or assistance?

- () 1. Yes
() 2. No

If yes, please answer the following:

a. How many people did you contact? _____

b. Did they provide a job directly? _____

c. How many leads did you obtain? _____

-4-

15. Did you write letters of application to employers?

- () 1. Yes
() 2. No

If yes, please answer the following:

- a. How many? _____
b. List the employers: _____

16. Do you make telephone inquiries with potential employers? (Other than to answer newspaper advertisements.)

- () 1. Yes
() 2. No

If yes, please answer the following:

- a. How many? _____
b. List the employers: _____

17. Did you inquire in person about jobs with potential employers? (Other than to answer newspaper advertisements.)

- () 1. Yes
() 2. No

If yes, please answer the following:

- a. How many? _____
b. List the employers: _____

18. Did you inquire about employment with previous employers?

- () 1. Yes
() 2. No

If yes, please answer the following:

- a. List the employers: _____

- 5 -

19. Did you use items of news information to get job leads? (Other than employment advertisements.)

() 1. Yes
() 2. No

If yes, please answer the following:

- a. How often? _____
b. What news information? _____

20. Did you use other job seeking techniques?

() 1. Yes
() 2. No

If yes, please describe: _____

21. Did you make any follow up calls with employers you had already contacted?

() 1. Yes
() 2. No

If yes, how many? _____

22. During your job seeking efforts did you complete any job application forms?

() 1. Yes
() 2. No

If yes, how many? _____

23. During your job seeking efforts did you have any job interviews?

() 1. Yes
() 2. No

If yes, please answer the following:

- a. How many? _____
b. List the employers: _____

25. Thank you for completing this questionnaire. Any comments you have about the questionnaire would be appreciated. Comments may be written below and on the back of this sheet.

Please return to:

.., Child Guidance Clinic, 700 Elgin Ave.
Winnipeg, Manitoba
R3E 1B2

APPENDIX AC : SUMMER EMPLOYMENT QUESTIONNAIRE

Name: _____ Date: _____

GENERAL INSTRUCTIONS: Either a pen or pencil may be used to complete this questionnaire. Many of the questions may be answered by placing an X or check mark in the appropriate box while other questions call for short written answers. Please feel free to write in additional comments whenever you wish to do so. Note: Depending upon how you answer some questions, you may be asked to skip some of the following questions and go to a question later in the questionnaire.

PLEASE NOTE:

- a. VOLUNTEER WORKERS: If you have worked as a volunteer this summer on an unpaid basis please complete the questions below as you would for regular paid employment.
 - b. If you have had more than one job this summer please describe the job in which you worked for the longest period of time in answering the questions below.
1. Are you (or have you been) employed in a part-time or full-time job this summer? (20)
 - () 1. Yes - employed in a paying job. GO TO QUESTION 2.
 - () 2. Yes - volunteer or unpaid employment - GO TO QUESTION 2.
 - () 3. No - not employed. GO TO QUESTION 18.
 2. Approximately how many hours per week, on the average, did you work during the time you were employed? (21)
 - () 1. 1 to 10 hours.
 - () 2. 11 to 20 hours.
 - () 3. 21 to 30 hours.
 - () 4. 31 to 40 hours.
 - () 5. 41 or more hours.
 3. What was the name of the company or organization that employed you?
eg. (Eaton's, McDonalds, Camp Arnes, family farm, Wiebe's painting) (22-24)

 4. What is (was) your position or job? (eg. sales clerk, baby sitter, camp counsellor, kitchen worker, farm worker). (25-27)

 5. What is (was) your hourly pay? (eg. \$2.10, \$3.00, unpaid) (28-30)

- 2 -

6. On what date (approximately) did you find out that you had obtained this job? _____ (32-34)
7. On what date (approximately) did you start this job? _____ (36-38)
8. On what date (approximately) do you expect to (or did you) finish this job? _____ (40-43)
9. Do you expect to continue in this job after September 15, 1978? (45)
- () 1. Yes
() 2. No
() 3. Not sure
10. Did you work for this company or organization before this summer? (46)
- () 1. Yes
() 2. No
11. Did you work for this company or organization during the last school year (1977-1978?) (48)
- () 1. Yes
() 2. No
12. Do you have friends that work for the same company or organization? (50)
- () 1. Yes
() 2. No
13. Do you have a relative that owns or operates this company or organization (or is a supervisory level staff member?) (51)
- () 1. Yes
() 2. No
14. Do you have a relative that works in this company or organization? (52)
- () 1. Yes
() 2. No
15. Did you have experience in this job or activity before this summer? (54)
- () 1. Yes
() 2. No
16. Have you had more than one job this summer? (55)
- () 1. Yes
() 2. No
- If yes, how many? _____ (56)

- 3 -

- 3 -

17. How satisfied are you with the aspects of the job listed below?
 (For each circle the number that corresponds to the level of satisfaction,
 1. very unsatisfied, 2. unsatisfied, 3. somewhat unsatisfied, 4. neutral,
 5. somewhat satisfied, 6. satisfied, 7. very satisfied).

	Very Unsatisfied		Neutral		Very Satisfied		
a. working conditions	1	2	3	4	5	6	7 (60)
b. experience that the job provides	1	2	3	4	5	6	7 (61)
c. pay	1	2	3	4	5	6	7 (62)
d. hours	1	2	3	4	5	6	7 (63)
e. overall satisfaction	1	2	3	4	5	6	7 (64)

GO TO QUESTION 20

18. If you are not employed this summer how have you been spending most of your time? (Please mark one activity only). (66)

- () 1. On vacation or travelling.
 () 2. Educational activities.
 () 3. Looking for employment.
 () 4. Helping around home.
 () 5. Other (Please specify): _____

19. How satisfied are you with this activity? (67)

- () 1. Very unsatisfied.
 () 2. Unsatisfied.
 () 3. Somewhat unsatisfied.
 () 4. Neutral.
 () 5. Somewhat satisfied.
 () 6. Satisfied.
 () 7. Very Satisfied.

20. Thank you for completing this questionnaire. Any comments you have about the questionnaire would be appreciated. Comments may be written below and on the back of this sheet.

APPENDIX AD

STUDENT SATISFACTION SURVEY

INSTRUCTIONS: We would like to request your help in evaluating the job seeking skills or career course that you have just completed. We are interested in what aspects of the course you found to be useful and what aspects you think should be changed. Please do not write your name on this questionnaire as we would prefer that the results remain anonymous.

A. GENERAL QUESTIONS

1. What grade are you in at M.B.C.I?

- | | | |
|---|---|-------------|
| (|) | 1. Grade 11 |
| (|) | 2. Grade 12 |

Please rate the course in the following areas (circle one response).

2. Amount of new information that you learned.

1	2	3	4	5	6	7
Very Poor	poor	Below average	average	above average	good	very good

3. Relevance of the material to your future plans.

1	2	3	4	5	6	7
Very Poor	poor	Below average	average	above average	good	very good

4. Style of presentation.

1	2	3	4	5	6	7
Very poor	poor	Below average	average	above average	good	very good

5. How much time do you think should be devoted to this type of course in the future?

1	2	3	4	5	6	7
Much less	less	a little less	about the same	a little more	more	much more

6. What did you like about the course? (more room for comments at the end of the survey).

- 2 -

7. What did you dislike about the course?

B. Job Seeking Skills Course: Answer these questions only if you took the job seeking skills course. If you took the careers course please go to section C below.

How useful did you find the material covered under each of the topics listed below? (Please circle one number for each topic).

8. Availability of jobs.

1	2	3	4	5	6	7
Not at all useful	not useful	below average	average	above average	useful	very useful

9. Resume preparation.

1	2	3	4	5	6	7
Not at all useful	not useful	below average	average	above average	useful	very useful

10. Job applications.

1	2	3	4	5	6	7
Not at all useful	not useful	below average	average	above average	useful	very useful

11. Job interviews.

1	2	3	4	5	6	7
Not at all useful	not useful	below average	average	above average	useful	very useful

12. Job seeking techniques.

1	2	3	4	5	6	7
Not at all useful	not useful	below average	average	above average	useful	very useful

- 3 -

13. Letters of application

1	2	3	4	5	6	7
Not at all useful	not useful	below average	average	above average	useful	very useful

How much time do you think should be spend on each of the topics in future courses? (Please circle one number for each topic).

14. Availability of jobs.

1	2	3	4	5	6	7
much less	less	a little less	the same	a little more	more	much more

15. Resume preparation.

1	2	3	4	5	6	7
much less	less	a little less	the same	a little more	more	much more

16. Job applications.

1	2	3	4	5	6	7
much less	less	a little less	the same	a little more	more	much more

17. Job interviews.

1	2	3	4	5	6	7
much less	less	a little less	the same	a little more	more	much more

18. Job seeking techniques.

1	2	3	4	5	6	7
much less	less	a little less	the same	a little more	more	much more

19. Letters of application.

1	2	3	4	5	6	7
much less	less	a little less	the same	a little more	more	much more

- 4 -

- C. CAREERS COURSE: Answer these questions only if you took the careers course. If you took the job seeking skills course please go to section D below.

How useful did you find each of the sets of materials or activities listed below?

20. Practice Job Applications.

1	2	3	4	5	6	7
Not at all useful	not useful	below average	average	above average	useful	very useful

21. Practice Job Interviews.

1	2	3	4	5	6	7
Not at all useful	not useful	below average	average	above average	useful	very useful

22. Self Directed Search.

1	2	3	4	5	6	7
Not at all useful	not useful	below average	average	above average	useful	very useful

23. Careers Canada

1	2	3	4	5	6	7
Not at all useful	not useful	below average	average	above average	useful	very useful

24. Occupational Exploration Kit.

1	2	3	4	5	6	7
Not at all useful	not useful	below average	average	above average	useful	very useful

25. Job Experience Kit.

1	2	3	4	5	6	7
Not at all useful	not useful	below average	average	above average	useful	very useful

- 5 -

D. GENERAL QUESTIONS

How useful did you find the following activities?

26. Assignments.

1	2	3	4	5	6	7
Not at all useful	not useful	below average	average	above average	useful	very useful

27. Group discussions.

1	2	3	4	5	6	7
Not at all useful	not useful	below average	average	above average	useful	very useful

28. Material presented by the teacher.

1	2	3	4	5	6	7
Not at all useful	not useful	below average	average	above average	useful	very useful

How much time do you think should be spent on each of these activities in future courses?

29. Assignments.

1	2	3	4	5	6	7
Much less	less	a little less	the same	a little more	more	much more

30. Group Discussion.

1	2	3	4	5	6	7
Much less	less	a little less	the same	a little more	more	much more

31. Material presented by the teacher.

1	2	3	4	5	6	7
Much less	less	a little less	the same	a little more	more	much more

- 6 -

32. How do you feel about participating in the evaluation of the course
(practice applications, videotaped interviews, employment questionnaire)?
(Check whichever responses apply to you).

- | | | |
|---|---|---------------------------------|
| (|) | 1. I enjoyed participating. |
| (|) | 2. I didn't mind participating. |
| (|) | 3. It was too time consuming. |
| (|) | 4. I didn't like participating. |

33. Any other comments you would have about the course would be very much appreciated, particularly suggestions for improving the course in the future. (Please write your comments below and on the back of this page if necessary).

APPENDIX AE : STANDARD JOB APPLICATION

APPLICATION FOR EMPLOYMENT

Date: _____ Position Desired: _____

Name: _____ Social Ins.
Number _____

Address: _____

_____ Telephone No. _____

Education—Circle last year completed: 1 2 3 4 5 6 7 8 9 10 11 12 13

College or Business School: 1 2 3 4 5 Certificate or Degree: _____ Date: _____

Other Training: _____

Name and Address of last School: _____
(Omit Elementary Schools)

Do you have a Driver's License? _____ Life Insurance? _____ Amount: _____

Have you ever been under bond? _____ Has bond ever been refused? _____ Have you a pension? _____

Employment References: (Beginning with last employer, then next to last, etc.)

Name of Employer: _____ Position Held: _____

Address: _____ Manager's Name: _____

Employed from _____ to _____ Salary: _____

Reason for Leaving: _____

May we contact this employer? Yes _____ No _____

Name of Employer: _____ Position Held: _____

Address: _____ Manager's Name: _____

Employed from _____ to _____ Salary: _____

Reason for Leaving: _____

May we contact this employer? Yes _____ No _____

Name of Employer: _____ Position Held: _____

Address: _____ Manager's Name: _____

Employed from _____ to _____ Salary: _____

Reason for Leaving: _____

May we contact this employer? Yes _____ No _____

(over)

Have you had any office or selling experience not already listed? _____

Name of Company: _____ Address: _____

Approximate Dates of Employment: _____ Position Held: _____

Have you had previous employment with this company? _____

Department: _____ Approximate Dates of Employment: _____

Do you have any relatives in our employment at present? _____
(Do not give names)

What is the present condition of your health? _____

Have you received Workmen's
Compensation payments? _____ If yes, explain _____

How much time have you lost due to illness, in the last two years? _____

Any handicap in—Speech: _____ Hearing: _____

Sight: _____ Other: _____

Are you willing to take a Physical Examination? _____

Give the names and addresses of two persons, not relatives or former employees who can vouch for honesty, character, and habits:

Name: _____ Address: _____ Known how long? _____

Name: _____ Address: _____ Known how long? _____

Comments:

In case of emergency or accident notify the following person:

Name: _____

Address: _____ Phone: _____

I certify that the information given by me on
this application is complete and correct.

Applicant's
Signature: _____

APPENDIX AF: PRACTICE JOB APPLICATIONS

POSITION APPLIED FOR _____
 FULL TIME ☐ PART TIME ☐
 WHEN COULD YOU START WORK _____

HOSPITAL

APPLICATION FOR EMPLOYMENT

NAME _____
(Surname) (Given Names) (Maiden Name)
 SINGLE ☐ ENGAGED ☐ MARRIED ☐ WIDOW(ER) ☐ SEPARATED ☐ DIVORCED ☐
 AGE _____ DATE OF BIRTH _____ HEIGHT _____ WEIGHT _____
(Day) (Month) (Year)
 ADDRESS _____

TELEPHONE _____

IF RESIDENCE AT PRESENT ADDRESS IS LESS THAN ONE (1) YEAR, STATE PREVIOUS RESIDENCE _____

SOCIAL INSURANCE NUMBER _____ MHSC NO. _____
 NUMBR OF DEPENDANTS: CHILDREN _____ OTHER _____
 NEXT OF KIN _____ RELATIONSHIP _____
 ADDRESS _____ EMPLOYER _____

HAVE YOU PREVIOUSLY BEEN EMPLOYED BY THIS HOSPITAL OR THE CITY OF WINNIPEG _____
 IF YES, WHICH DEPARTMENT _____ WHEN _____
 DO YOU HAVE RELATIVES EMPLOYED BY THIS HOSPITAL OR THE CITY OF WINNIPEG _____
 IF YES, NAME _____ RELATIONSHIP _____
 DEPARTMENT _____

EDUCATION: GRADE PASSED OR DEGREE ATTAINED _____
 SCHOOL OR UNIVERSITY _____ YEAR _____
 OTHER COURSES OR QUALIFICATIONS _____
 LANGUAGES SPOKEN _____

IF YOU ARE WORKING NOW, MAY WE CONTACT YOUR EMPLOYER FOR A REFERENCE _____
 WERE YOU EVER DISMISSED OR REQUESTED TO RESIGN FROM ANY POSITION _____
 IF YES, GIVE DETAILS _____

PREVIOUS EMPLOYMENT

EMPLOYER & ADDRESS	WORK PERFORMED	MONTH & YEAR STARTED	MONTH & YEAR LEFT	RATE OF PAY	REASON FOR LEAVING

ARE YOU IN GOOD HEALTH HAVE YOU EVER HAD A SERIOUS ILLNESS

DESCRIBE ANY MENTAL OR PHYSICAL DEFECTS (EG. SIGHT, HEARING, BACK PROBLEMS ETC.)

HAVE YOU EVER RECEIVED BENEFITS UNDER WORKMEN'S COMPENSATION ACT?

REGISTERED NURSE / LICENSED PRACTICAL NURSE

MANITOBA REGISTRATION / LICENSE NO.

ARE YOU PAID FOR CURRENT YEAR

IF EXAM TO BE WRITTEN STATE WHEN

I AGREE:

1. THAT THE HOSPITAL MAY CONDUCT AN INVESTIGATION TO ASCERTAIN MY SUITABILITY FOR EMPLOYMENT.
2. TO HAVE A MEDICAL EXAMINATION BY THE HOSPITAL STAFF PHYSICIAN (INCLUDING AN X-RAY).
3. TO HAVE DEDUCTIONS MADE FROM ANY SALARY FOR THE FOLLOWING PURPOSES:
 - A) MONTHLY UNION DUES (WHERE APPLICABLE)
 - B) GROUP INSURANCE AND PENSION FUND CONTRIBUTIONS WHEN I BECOME ELIGIBLE FOR MEMBERSHIP IN THESE PLANS.

NOTE: ANY INTENTIONAL MISSTATEMENT MAY MEAN DISMISSAL. I UNDERSTAND MY EMPLOYMENT IS TEMPORARY AND PROBATIONARY UNTIL CONFIRMED AS PERMANENT.

DATE SIGNATURE

AFTER A PERSONAL INTERVIEW, YOUR APPLICATION WILL BE PROCESSED AND FORWARDED TO THE PERSONNEL OFFICER FOR RECOMMENDATION. YOU WILL THEN RECEIVE A LETTER FROM THE HOSPITAL ADMINISTRATOR AS TO THE RESULTS OF YOUR APPLICATION.

INTERVIEWER'S COMMENTS

APPLICATION FOR EMPLOYMENT

PERSONAL		SOCIAL INSURANCE #		CONFIDENTIAL	
		DATE OF BIRTH:			
NAME					
Last		First		Second	
PRESENT ADDRESS		No. And Street	City Or Town	Province	Postal Code
TELEPHONE					
PERMANENT ADDRESS (If Different)		No. And Street	City Or Town	Province	Postal Code
TELEPHONE					
Have You Ever Been Convicted Of An Offense Other Than Traffic Violations?		Yes ☐	If Yes, Specify		Are You Bondable Now?
		No ☐			Yes ☐
		No ☐			No ☐
Have You A Communicable Or Infectious Disease?		Yes ☐	If Yes, Describe		
		No ☐			
Check If You Have Suffered From Or Been Treated For The Following		☐ Hernia	☐ Ulcer	☐ Diabetes	☐ Allergies
		☐ Heart Condition	☐ Sore Back	☐ Nerves	☐ Tuberculosis
				☐ Other	
If "Other" Specify					
Have You Been Hospitalized In The Last 5 Years?					
Yes ☐ If Yes, Describe					
No ☐					
Location Preferred					
Why?					
If Necessary Would You Accept A Transfer?					
Yes ☐ If No, Why Not?					
No ☐					
Type Of Work Preferred					
1.		2.		3.	
Salary Required			Date Available		
Who Referred You To This Organization?					

ADDITIONAL INFORMATION
Give Information Regarding
Co-operative Background
And Interest
Organizations You Belong To Other Than Those Of Religious, Political, Racial, or National Character.
Special Interests
Or Hobbies

EDUCATION

TYPE OF SCHOOL	DATES ATTENDED (Month And Year)	SCHOOL NAME AND ADDRESS
HIGH SCHOOL	From _____	Name _____
	To _____	Location _____ Province _____ Postal Code _____
	From _____	Name _____
	To _____	Location _____ Province _____ Postal Code _____
COLLEGE OR UNIVERSITY	From _____	Name _____
	To _____	Location _____ Province _____ Postal Code _____
	From _____	Name _____
	To _____	Location _____ Province _____ Postal Code _____
BUSINESS, TRADE, OR OTHER SCHOOL	From _____	Name _____
	To _____	Location _____ Province _____ Postal Code _____
	From _____	Name _____
	To _____	Location _____ Province _____ Postal Code _____

ACADEMIC HONORS,
SCHOLARSHIPS, ETC.

EMPLOYMENT HISTORY

List Last 4 Employers; Begin With Most Recent a. Company Name b. Address And Telephone Number	Type Of Business	Employed				Employee Classification	Nature of Duties At S
		From	To	From	To		
		Mo.	Yr.	Mo.	Yr.		
1. a. _____ b. _____						Full-Time ☐ Part-Time ☐ Temporary ☐	
2. a. _____ b. _____						Full-Time ☐ Part-Time ☐ Temporary ☐	
3. a. _____ b. _____						Full-Time ☐ Part-Time ☐ Temporary ☐	
4. a. _____ b. _____						Full-Time ☐ Part-Time ☐ Temporary ☐	

Circle The Number Of Any Of The Employers Whom You Do Not Wish Us To Contact At This Time 1 2 3 4

OTHER TIME

Date (Month And Year)		Explanation
From _____	To _____	_____
From _____	To _____	_____

SPECIAL SKILLS									
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">MAJOR FIELD</th> <th style="text-align: center;">ATTAINMENT</th> </tr> </thead> <tbody> <tr> <td> Academic ☐ Technical ☐ Commercial ☐ Vocational ☐ Other: _____ </td> <td style="text-align: center; vertical-align: top;"> Highest Grade Completed </td> </tr> <tr> <td style="height: 80px;"></td> <td style="text-align: center; vertical-align: top;"> Degree Obtained </td> </tr> <tr> <td style="height: 80px;"></td> <td></td> </tr> </tbody> </table>	MAJOR FIELD	ATTAINMENT	Academic ☐ Technical ☐ Commercial ☐ Vocational ☐ Other: _____	Highest Grade Completed		Degree Obtained			Typing Speed _____ Office Machines You Operate _____ _____ _____ _____ Languages Spoken _____ _____ _____ Languages Written _____ _____ _____ Other Skills _____ _____ _____
MAJOR FIELD	ATTAINMENT								
Academic ☐ Technical ☐ Commercial ☐ Vocational ☐ Other: _____	Highest Grade Completed								
	Degree Obtained								

Start	Salary To Start	Final Salary	Nature Of Duties At Leaving (Give Title, Responsibility, Supervisory Duty, Etc.)	No. Of People Supervised	Reason For Leaving	Immediate Superior
						Name Title
						Name Title
						Name Title
						Name Title

REFERENCES						
Give Three Personal References Who Have Known You Well During The Last Five Or More Years (Not Relatives, Former Employers, Fellow Employees, School Teachers, Or School Principals).						
Name Include First Name Or Initials	No. And Street	Address City Or Town	Province	Telephone	Approx. Years Known	Present Or Most Recent Occupation

(Include Information Pertinent To Your Application And Not Covered Elsewhere)

REMARKS:

IN SIGNING THIS APPLICATION, I UNDERSTAND THAT ANY MISREPRESENTATION OR OMISSION OF FACTS IS CAUSE FOR CANCELLATION OF THIS APPLICATION OR TERMINATION OF EMPLOYMENT . I HEREBY CONSENT TO HAVE A PERSONAL INVESTIGATION CONDUCTED.

Signature

of Applicant.

Date _____

OFFICE USE ONLY

INTERVIEWER'S
REMARKS _____

**INTERVIEWER'S
SIGNATURE**

PERSONAL INFORMATION
RENSEIGNEMENTS PERSONNELS

APPROVED BY UCPA 1973 APPROUVÉ PAR L'APUC		Post-secondary institution - Établissement postsecondaire Application to (Name of Firm) Demande adressée à (nom de l'entreprise)		☐ Permanent Permanent or/ou ☐ Part-Time Temps partiel or/ou ☐ Summer Été	
☐ Mr. M. ☐ Miss Mlle ☐ Mrs. Mme		Given Name(s) used and initials - Prénom(s) et initiales		Family Name (Capital Letters) - Nom (Lettres majuscules)	
Present Address - Adresse actuelle				Telephone No. N° de téléphone	
Permanent Address (if Different from Above) - Adresse permanente (si ce n'est pas l'adresse actuelle)				Telephone No. N° de téléphone	
Describe any Disabilities Affecting Employment Handicap physique qui pourrait influencer votre travail		Height Taille	Weight Poids	Birthdate - Date de naissance Day-Jour Month-Mois Year-Année	
Marital Status - Etat matrimonial ☐ Single Célibataire ☐ Married Marié(e)		No. of Dependents N° de personnes à charge		Date Available for Employment Disponible pour emploi	
☐ Other (Specify) Autre (précisez)		Social Insurance No. N° d'assurance sociale		Until (Temporary) Jusqu'à (temporaire)	
EDUCATION ÉTUDES ANTÉRIEURES					
A. Degree/Diploma Grade/Diplôme	B. Obtained Obtenu	C. Year Began Débutées en	D. Year Completed Terminées en	E. Year of Graduation (actual or expected) Année d'obtention du diplôme (effective ou prévue)	
Institution - Institution	Faculty - Faculté	Discipline - Option (ou concentration)		A	Yes B No Oui Non
C	D	E	F	G	H
I	J	K	L	M	N
O	P	Q	R	S	T
U	V	W	X	Y	Z
Yearly Average Moyenne scolaire ÉLÉMENTS					
1st. Year 1ère année	2nd Year 2e année	3rd Year 3e année	4th Year 4e année	5th Year 5e année	
Subjects of Most Interest and Results Matières préférées et résultats obtenus			Subjects of Least Interest and Results Matières d'intérêt secondaire et résultats obtenus		
1. _____			1. _____		
2. _____			2. _____		
3. _____			3. _____		
Subject of Thesis and Faculty Advisor - Sujet de thèse et nom du directeur de thèse					
Scholarships, Fellowships, Bursaries and Awards - Bourse(s) et distinction(s)					
Extra Curricular Activities, Offices held, Sports, Hobbies (Without mentioning the Names of Organizations of Racial, Religious, or Ethnic Character) Activités para-scolaires, postes occupés, sports, loisirs (Sans mentionner les organismes à caractère racial, religieux, ou ethnique)					
LANGUAGES LANGUES					
Spoken Parlées		☐ English Anglais ☐ French Français		Other Autre	
Written Écrites		☐ English Anglais ☐ French Français		Other Autre	
OCCUPATIONAL SKILL - COMPÉTENCES PROFESSIONNELLES					
Typing Dactylographie _____ Wpm. Mots/Min.		Shorthand Sténographie _____ Wpm. Mots/Min.		Type of Work Desired - Carrière envisagée	
Dictaphone Dictaphone ☐ Yes Oui ☐ No Non		Safety Equipment (Type) Équipement de sécurité (genre)		Other - Autre	
Drivers Licence (Type) Permis de conduire (précisez)		Will Accept Employment Anywhere in Canada or J'accepterais un emploi n'importe où au Canada ou			
State preferred Location and reason Indiquez l'endroit de votre choix et pourquoi		State preferred Location and reason Indiquez l'endroit de votre choix et pourquoi			

SIGNIFICANT WORK HISTORY - Most recent First
EMPLOIS ANTÉRIEURS - Commencez par le plus récent

From - De	To - À	Name and Location of Employer - Nom et adresse de l'employeur
Salary - Salaire	Job Title - Titre du poste	Supervisor's Name - Nom du supérieur immédiat
Duties - Fonctions		

From - De	To - À	Name and Location of Employer - Nom et adresse de l'employeur
Salary - Salaire	Job Title - Titre du poste	Supervisor's Name - Nom du supérieur immédiat
Duties - Fonctions		

From - De	To - À	Name and Location of Employer - Nom et adresse de l'employeur
Salary - Salaire	Job Title - Titre du poste	Supervisor's Name - Nom du supérieur immédiat
Duties - Fonctions		

From - De	To - À	Name and Location of Employer - Nom et adresse de l'employeur
Salary - Salaire	Job Title - Titre du poste	Supervisor's Name - Nom du supérieur immédiat
Duties - Fonctions		

REFERENCES Name, Title, Address, Telephone No. of Faculty Member or Employer **RÉFÉRENCES** Nom, titre, adresse, et numéro de téléphone du professeur ou de l'employeur

1.

2.
To be completed ONLY for applications to Federal or Provincial Governments (Where Required)

A être complété SEULEMENT par les candidats intéressés à la fonction publique fédérale ou provinciale

☐ Canadian Citizen
Citoyen canadien

☐ Landed Immigrant
Immigrant reçu

☐ Student Visa
Visa d'étudiant

OTHER SIGNIFICANT INFORMATION - RENSEIGNEMENTS SUPPLÉMENTAIRES

Are you legally eligible to accept employment in Canada? - Êtes-vous légalement admissible à prendre un emploi au Canada?

☐ Yes
Oui

☐ No
Non

It is understood that the employer may at any time take such steps as he sees fit to verify the information on this form and I hereby consent thereto.

I further agree that a natural omission withholding or misrepresentation with respect to this information may be cause for denial or immediate termination of employment.

Je soussigné(e) reconnais que l'employeur se réserve le droit de vérifier les renseignements donnés dans la présente demande et je l'y autorise.

De plus, je reconnais que toute omission volontaire ou non peut entraîner le rejet de la présente demande d'emploi ou un congédiement immédiat.

Date

Signature

Recruiter's Comments - Commentaires du recruteur

PERSONAL INTERESTS - Describe positions held in associations; how your leisure time is spent; how much you have contributed towards your education and how you have gone about it; publications to your credit and types of magazines and books read.

ACTIVITÉS PARA-SCOLAIRES — Décrivez les postes occupés dans les associations; vos loisirs; dans quelle mesure vos gains personnels ont contribué à payer vos études; travaux publiés; genre de revues et de livres lus.

[illegible]

CAREER INTERESTS - Describe the relationship between your training, experience, and career ambitions

CARRIÈRE ENVISAGÉE - Décrivez la relation entre votre formation, votre expérience, et vos aspirations professionnelles