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Effects of Practice and Feedback on Interview Performance

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EFFECTS OF PRACTICE AND FEEDBACK
ON INTERVIEW PERFORMANCE

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by
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Accepted by:
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ABSTRACT

Performing well in an interview is of crucial importance to a job seeker. While much advice and training exists regarding interview performance, little is known about what parts of training successfully improve interview skills. This study proposes the following research question: does interview performance improve with practice alone or is some type of feedback required? Participants were split into four treatment groups that either 1) did not practice an interview, 2) practiced an interview, 3) practiced an interview and generated their own self-feedback or 4) practiced an interview and received feedback from a counselor. The study isolates the effects of practice and feedback to demonstrate that increasing levels of practice and feedback produce a pattern of increasing interview ratings. Post-interview anxiety demonstrates a significant negative correlation with interview ratings. Post-interview impression management is significantly related to interview ratings. The counselor treatment group demonstrates significantly lower communications anxiety than the control group. The results of this study suggest that feedback will help improve interview performance beyond that of practice alone and that anxiety and impression management continue to be candidate characteristics of interest when designing interview training programs.

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INTRODUCTION

The job interview is one of the most frequently used tools in employee selection. There has been limited research, however, on improving candidate performance in interviews (Maurer & Solamon, 2006). In any bookstore, a wide selection of job search books offers advice for the candidate to improve interview skills. The focus of these books is often on improving surface performance in order to pass the interview. Alternatively, educational institutions offer interview training assistance that can range from simply answering candidates' questions about interviews to role-playing interviews, to workshops with detailed discussions of how to answer specific questions (Babcock & Yeager, 1973). As Palmer, Campion, and Green (1999) highlight, research has not investigated which element of training is most effective at improving candidates' interview performance. The current study will investigate the differential effects of practice and feedback on interview performance.

Employers invest considerable time and money in the interview component of their selection programs and want these interviews to differentiate the candidates who are potentially good employees from those who are not. From an employer's perspective, improvements in interviewee performance should indicate higher levels of position-related knowledge, skills and abilities (KSAs) rather than merely fine-tuned interview performance. Dipboye (1992) suggested that by organizing their background material, practicing answers to questions and researching the employer, well-trained interviewees could make the rater's job easier. However, as Babcock and Yeager (1973) point out, interviewee training might do a disservice to the interview process because an employer might not get a true representation of the candidate during the interview. In fact, they note that if all candidates perform similarly in interviews "with their weaknesses all polished up or hidden, there's not much point to holding interviews" (p. 62).

From the candidate perspective, improvements in interview skills can mean the difference between employment and unemployment. Candidates with more interview experience might perform better than novice interviewees. But does practice alone improve interview skills, or do candidates need some type of feedback or coaching in order to recognize and improve skill deficiencies?

Maurer, Solamon, and Troxtel (1998) identify a need to understand how coaching programs affect interview performance. They suggest three possible outcomes of interviewee training. First, training could help candidates identify job-related KSAs, which could allow the candidate to improve these skills in order to successfully compete for the job. Second, training could reduce sources of variance that are irrelevant to the true score, such as anxiety and unfamiliarity with the interview process. This theory is supported by Maurer and Solamon (2006) who propose a reduction in error variance explains why their sample of coached applicants had a significant relationship with subsequent job performance ratings. Alternatively, training could lead to polished interview performance that raises the observed score of the interview but not the candidate's true ability, likely a poor proposal to most employers. As Sackett, Burris and Ryan (1989) point out, these same effects could result from either practice or feedback, but not enough research exists about the unique effects of either training strategy.

The Current State of Research

The previous research on interview training has focused on relatively narrow populations, which has led to questions about generalizability (Palmer et al., 1999). Much of the research comes from the career development literature dealing with job training programs for clients who are economically disadvantaged or mentally challenged (Barbee & Keil, 1973; Grinnell & Liberman, 1977). Latham (1987) outlined six major subject populations that have been studied, which include psychiatric clients, delinquents and prison inmates, rehabilitation clients,

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unemployed/technical skills trainees, and disabled clients. Of the 14 studies Latham reviewed, only two utilized college populations. Palmer et al. recognized this stratification and called for additional research on new entrants (i.e. college populations), homemakers, and experienced workers.

In addition to research on expanded populations, Palmer et al. (1999) identified the need for research that investigates the differential effects of training strategies. Kristof-Brown, Barrick, and Franke (2002) agree that research is needed to investigate "which training techniques are most effective for teaching self-promotion skills, and what types of applicants benefit most from this type of interview preparation" (p. 41).

Types of Interviewee Training

A variety of training strategies has been employed, including practice, lecture/discussion, written assignments and tests, modeling, role-playing, video feedback, cognitive mapping, and individual coaching, which includes some combination of these strategies. In fact, Sackett et al. (1989) note that nearly all previous studies have included a combination of training techniques, along with feedback and practice, making it impossible to determine the unique effects of any individual coaching strategy. While the limited field research has been unable to randomly assign participants to treatment groups (Campion & Campion, 1987, Maurer & Solamon, 2006), the experimental studies generally investigate one or two of these training strategies compared to a control group.

Could interview practice alone contribute to improved interview performance? Sackett et al. (1989) defined practice as learning from one's own experience without some type of active teaching. A clue about the effect of practice might be found in the existing literature through the control groups used in previous studies. A common practice in this research is comparing change in performance between the treatment and control groups, all of which participate in pre- and

post-treatment interviews. In studies of this type (e.g., Harrison et al., 1983), the control group saw no change in interview performance. Because control groups participate in pre- and post-interviews without any training intervention, this suggests that practice alone does not improve interview performance.

Conflicting results are reported in Grinnell and Liberman (1977). Their subjects were mentally challenged job seekers whose practice interview sessions were videotaped. One treatment group viewed their tapes, which were paused when the subject performed target behaviors and the behavior was reinforced with a reward. The other treatment group simply viewed their tapes without pauses or rewards. The control group, which never viewed their practice interviews, made as much improvement as the treatment groups, suggesting that practice alone could improve interview performance. It is unknown whether these results from a mentally challenged subject pool would generalize to other populations.

Sackett et al. (1989) summarized the potential effects of practice by acknowledging that the existing literature is characterized by inconsistent findings. The authors indicate that there is no consistent practice effect and, because the literature does not report effect sizes, there is no way to estimate the potential effect size of a relationship between practice and interview performance. The differences in practice effect findings could be influenced by the participants' level of previous interview experience. A practice effect may be present for those with little or no prior interview experience, but that effect would be minimized when combined with subjects with more interview experience. In sum, practice may be most important for interviewees with little or no previous interview experience, but the literature has not consistently investigated or reported practice effects or effect sizes.

Several studies employ a training program of lecture and written preparation. Campion and Campion (1987) used a field sample of police and fire personnel competing for promotions.

The training class included lectures and discussions on appearance and dress, interview etiquette, preparation, answering questions, attitudes, nervousness, verbal and nonverbal behavior, and interview behaviors to avoid. Participants also prepared answers to 20 commonly asked interview questions and took a pre- and post-training essay test of appropriate interview behaviors. While participants responded favorably to the training, there were no differences between the training and control groups in terms of interview behaviors or job offers.

An alternative to traditional classroom teaching, modeling provides interviewees with examples of effective interview behaviors using either a videotaped or live demonstration. Nearly all studies that used modeling combined it with other strategies, such as lecture, role-play or cognitive mapping (explicit instructions about target behaviors to watch), making the pure effects of modeling difficult to discern. Yet as Harrison et al. (1983) found, the "hour-long standard modeling treatment was scarcely more effective than no treatment at all" (p. 503), suggesting that modeling may not be the key to effective interview preparation.

In a study that combined both lecture and modeling, Hollandsworth, Dressel, and Stevens (1977) used a training program that required the *discussion group* to read and discuss a five-page article about effective verbal and non-verbal behaviors. The trainees then used a worksheet to help them identify their skills, weaknesses, and career goals. The participants in this group exhibited gains in length of speaking, ability to explain skills and expression of feelings. In the other treatment group, the *behavioral group*, instructors identified five interview skill areas and modeled performance on each. Participants rehearsed these behaviors and received feedback from the trainers and other participants. Of the five skill areas (eye contact, body expression, loudness, fluency, and appropriate content), only eye contact saw an increase in performance. These results suggest that skill identification could be a pivotal training feature. The study might have been more meaningful if both training treatments intentionally addressed all elements of interview

performance. For example, the behavioral group might have exhibited an increase in length of speaking or ability to express feelings if those had been among the target behaviors taught in the training.

In a similar study by Maurer, Solamon, Andrews, and Troxtel (2001), lecture and discussion sessions included a review of interviewing literature, description of interview logistics, types of interviews, and interview tips. Participants conducted or observed role-plays of interviews, including sample questions, responses, and ratings forms. Feedback was conducted in front of the group so the group could rate and provide feedback. This type of coaching had a positive relationship with interview performance measured by communication and content in real structured situational interviews.

Videotaped interviews are also used in coaching strategies. In Harrison et al. (1983), the control group watched a videotaped interview and practiced an interview while the treatment condition viewed the interview and were told to watch for specific interview behaviors before practicing an interview. Called cognitive mapping, these explicit instructions helped the treatment group learn specific interview behaviors. The treatment group achieved higher post-training interview scores than the group that merely watched the video and practiced behaviors.

Hollandsworth, Glazeski, and Dressel (1978) conducted a case study with a 30-year-old college graduate with extreme interview anxiety. They defined target behavior, such as using focused response by employing the "pause-think-speak" strategy, using overt coping statements like "excuse me," and generating questions for clarification. A videotaped model demonstrated appropriate strategies. Even with previously debilitating anxiety, the client showed improvement at the end of training.

Research on overcoming anxiety is reviewed in Rich and Schroeder's (1976) survey article summarizing previous research in training strategies. Three strategies might be applicable to

interview training. The *response-acquisition* strategy provides instructions about how to respond, but the trainee is left to create his own tools for interpreting and remembering the instructions. With the *response-reproduction* strategy, behavior is modeled and the subject receives a script and performance rules before improvising responses. As responses improve, the script is removed and the subject creates his own natural responses rather than mimicking a model. Finally, *response-shaping* strategies include both self feedback and coaching from the trainer, which provides possible additive effects from the interaction. This self feedback requires the subject to identify his own weaknesses and areas for improvement. This could be an important issue in evaluating the effects of practice, which would require self feedback.

Harold and Fedor (2003) reviewed individual differences related to the propensity to seek and use internal versus external feedback to improve performance. They question how people generate, process and respond to feedback and to what extent people think about the feedback they received. While those with external feedback propensity seek feedback from others about their performance and need to have their errors pointed out to them, people with internal feedback propensity can evaluate their own performance and avoid assessments from others. If external or internal feedback is differentially used in training, this individual difference in desire for and use of feedback could explain differences in interview performance.

Throughout the literature, these training programs are lumped together into a catch-all "coaching" category. Although every study uses a different definition of coaching and different combinations of training methods, Sackett et al. (1989) define coaching as an "an external intervention intended to affect test scores" (p. 148). Regardless of the type of coaching strategy used, feedback seems to play an important role. The presence of externally provided feedback is likely to be important to applicant performance because this feedback could lead an applicant to change his response strategy for the next round of assessment. Sackett et al. point out that this

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type of feedback could be especially important in the interview setting where the desired responses might not be readily apparent to the applicant. However, because coaching programs reviewed in the current literature involve both practice and feedback, Sackett et al. state that the individual effects of practice and feedback cannot be teased apart.

Interaction of Individual Differences with Interview Training

Previous research has identified individual difference variables that may interact with various types of interview training. These individual difference variables include general intelligence, anxiety, self-efficacy, self-monitoring, motivation and personality.

In their 2001 study of interviewee training for candidates for promotion in the police and fire departments, Maurer, Solamon, Andrews, and Troxtel controlled for general intelligence, or "g," by testing job knowledge. They supported this link by citing Hunters's 1986 claim of a .80 correlation between job knowledge and "g." The authors theorized that smarter candidates would recognize that coaching would help them improve their interview performance and would feel more confident in their ability to learn. The results showed that job knowledge was significantly related to both attendance at coaching sessions and performance in the subsequent interview.

Self-efficacy for learning interviewing behaviors may also interact with a general intelligence factor. Maurer, Solamon, Andrews, and Troxtel (2001) call for research to "measure candidates' beliefs that they can successfully learn something valuable from a coaching session prior to attendance" (p. 717). They cite Sadri and Robertson (1993), who demonstrated that people who are more confident in their ability to succeed in an activity are more likely to participate in it.

High anxiety, either with social interactions or interviewing in particular, is another individual difference variable that may interact with interview training. Schlenker and Leary (1982) propose that interview anxiety is a type of social anxiety that occurs when people are 1)

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motivated to make a certain impression and 2) doubt their ability to do so. Hollandsworth, Glazeski, and Dressel (1978) present a case study of a candidate with high social anxiety that prevented him from finding optimal employment, even though he had obtained his bachelor's degree. After the behavior modification training program, the candidate was able to complete interviews successfully and ultimately obtain a job.

McCarthy and Goffin (2004) also addressed interviewee anxiety. They measured anxiety using the Measure of Anxiety in Selection Interviews (MASI) and found that high scores were negatively related to interview performance. They suggest that "techniques to reduce applicant anxiety may increase the comfort level, as well as interview performance, of job candidates" (p. 632). The authors point out that previous training programs have focused on communication skills in the interview and not on anxiety reduction.

In a 1998 study by Ayres, Keereetaweep, Chen, and Edwards, the authors examined anxiety interviewees feel regarding their communication skills. They asked interviewers to rate the candidates' communication effectiveness and the likelihood of offering a job. The interviewees completed a self-report of their levels of anxiety related to their ability to communicate in the interview. The researchers found participants with low communication anxiety maximized their time in the interview by speaking more and using good non-verbal skills while those high in anxiety talked less and maintained lower amounts of eye contact. Most interestingly, in preparing for the interview, those low in anxiety spent more time mentally rehearsing interview scenarios and talking with others about the interview while those high in anxiety spent more of their preparation time thinking about how poorly they might perform in the interview.

Dipboye (1992) described self-monitoring as the psychological construct that holds the most promise for explaining differential impression management skills. High self-monitors are

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particularly sensitive and concerned about the social situation and the interpersonal appropriateness of their behaviors, using cues as guidelines for monitoring their own behaviors. Low self-monitors do not have well-developed self-presentation skills and are not as sensitive to the social situation. Because high self-monitors are pre-disposed to engage in impression management, high self-monitors are more likely to engage in this behavior in the interview setting as a natural communications tool. Dipboye suggests that high self-monitoring applicants should make more favorable impressions in interviews than low self-monitors, but notes that "few studies have examined the relationships of self-monitoring to interview impressions or behaviors" (p. 102). The question still remains whether high self-monitors are more likely to gain from practice alone without the need for feedback or coaching.

Another factor explaining interview performance could be differences in candidate motivation. Maurer et al. (2001) controlled for motivation by measuring job knowledge, proposing that those with greater job knowledge were more motivated to learn about the job. Motivation might also explain differences in candidates' independent preparation. In addition to job knowledge, the authors measured 14 preparation strategies that had an independent influence beyond coaching. These preparation strategies included participating in study groups, observing others' perform mock interviews, and obtaining interview tips. Highly motivated interviewees would have a greater drive to seek and commit to such preparation techniques.

Finally, personality is a potential moderator of the training and interview performance relationship, particularly the elements of extroversion and neuroticism. Extroverts feel more comfortable in social situations and have a greater desire to compete for rewards. Extroverts might have greater natural skills at interview performance (Peeters & Lievens, 2006). High scores on neuroticism scales include anxiety and fearfulness, in addition to lack of self-confidence. People high in neuroticism might be naturally lacking interview skills (Peeters & Lievens, 2006).

Ways to Measure Interview Performance

Interview performance is measured in different ways in this research. Few studies use actual hiring results, as pointed out by Palmer, Campion, and Green (1999). One field study by Campion and Campion (1987) used actual job offers as the criterion measure and found training had no effect on job offers. While other field studies use interviewer ratings as the criterion measure, all of these studies used a nonrandomized sample of candidates for promotion within a city fire and police department who either participated in interview training or did not. (Maurer & Solamon, 2006, Maurer et al., 2001, Maurer, Solamon & Troxtel, 1998).

Instead of actual hiring outcomes, some studies use a question of global "likelihood to hire" while others measure specific interview behaviors. Straus, Miles, and Levesque (2001) included ratings of general abilities, likeability, physical attractiveness, communication understanding, and conversation fluency. Hollandsworth, Dressel, and Stevens (1977) measured length of eye contact, total length of interview, length of each answer, loudness of voice, ability to explain skills, openness and honesty, number of positive self-statements, and speech disturbances (reverse scored). Palmer, Campion, and Green (1999) report that research has demonstrated the link between training and the acquisition of interview behaviors, such as head nods and length of speaking time.

In Campion and Campion (1987), interviewers completed a four-item measure of both global and specific behaviors. The questions included interview preparation (appearance, questions, well-considered views), communication performance (verbal expression, eye contact, attitude, calm), match between candidate's background and job opening, and likelihood that the candidate might receive a job offer ("understanding that this is not an official expression of interest, what is the likelihood that the candidate might receive a job offer" (p. 681)).

Many successful interview outcomes are attributed to a candidate's ability to create a particular impression. Successfully employing impression management and self-promotion skills can bring an applicant to the top of the candidate pool. Impression management behaviors include ingratiation tactics that evoke interpersonal attraction, self-promotion tactics that include positive self-statements, and non-verbal behaviors. Citing von Baeyer, Sherk, and Zanna's (1981) findings that participants matched their self-presentations to interviewer preferences during mock interviews, Stevens and Kristof (1995) predicted that impression management behaviors would spontaneously occur during actual employment interviews. They found a positive relationship between use of impression management tactics and both interviewer perceptions of applicant suitability and likelihood that applicants would be invited for second-round interviews. Kristof-Brown et al. (2002) found that prior interview training is related to self-promotion, which is the tactic most consistently associated with positive interview outcomes. They suggest that self-promotion may be a trainable skill.

While considering the multiple ways to measure interviewee performance, it might be beneficial to consider what interviewers in the field find most significant. As Shaw (1973) wonders, "is there a common agreement on what constitutes good interview behavior?" (p. 53). Hollandsworth, Kazelskis, and Stevens (1979) found recruiters put the most importance on appropriateness of content, then fluency of speech, and finally composure. As part of Trent's (1987) study on the importance of social skills in the interview, she developed a list of positive and negative verbal and non-verbal behaviors rated important by employers (Table 1).

Table 1

Interviewee Behaviors Rated Important by Employers (Trent, 1987)

Positive behaviors	Negative behaviors
Verbal behaviors	
• Answers questions completely • Requests clarification of a question asked • Requests additional information • Speech duration	• Uses negative verbal content • Rambles in answering questions • Talks too much about self • Requests feedback • Makes contradictory statements • Uses incoherent speech sounds • Uses slang • Ends statements with giggles
Nonverbal behaviors	
• Uses firm handshake • Smiles at appropriate times • Looks at the interviewer • Good postures: shoulders straight, slightly forward	• Keeps hand over mouth while talking • Exhibits rigid, motionless facial expression • Avoids eye contact • Exhibits distracting facial movements • Exhibits distracting finger / hand movements • Exhibits distracting head movements

It is possible that employers themselves have difficulty identifying desired candidate behaviors. In Trent's (1987) study, some behaviors that were related to both decisions to hire and candidate rank had been rated *unimportant* by employers.

One last issue to consider in rating the effectiveness of training is to consider subjects' response to training. Campion and Campion (1987) asked participants to rate the extent to which the training helped them improve their interview skills and to what extent they believe the training will increase their interview effectiveness. Maurer and Solamon (2006) also requested participant feedback to training, finding that participants felt the training helped them prepare for the interview and perform well during the interview.

In another study, interviewees completed a self-report of comfort, or the degree that applicants felt at ease during the interview, and a rating of self-consciousness, or the extent to which subjects thought about non-verbal behaviors during the interview (Straus et al., 2001).

Although this study focused on the difference between using videoconference, telephone and face-to-face interviewing, the study raises the question about whether applicants are aware of using target behaviors during the interview.

Computer-Assisted Interviewing

The use of computer-assisted interviewing, such as video-conferencing, has increased with the spread of globalization in recruiting. Because the present study incorporates several elements of technology, including computer-assisted interviewing, the generalizability and limitations of technology warrant review. Straus et al. (2001) compared the effects of videoconference, telephone and face-to-face interviews and found no difference in interviewer reactions or ratings between video and face-to-face interviews. These findings suggest that using either face-to-face or technology-supported interviews would potentially yield similar results.

There are limitations to video-interviewing, as demonstrated by Chapman and Rowe (2002). They reviewed video-interviewing research and reported that, at the time of the study, subjects were shown from the chest up, that it was difficult to determine eye contact, there was insufficient image resolution, and that video compression resulted in lack of synchronization between image and sound. These limitations suggest care be taken in the design of a study using technology-based interviewing.

Hypotheses

Given the state of the previous research on this topic, the primary purpose of the present study was to investigate the effects of practice versus feedback on interview performance. Participants either 1) practiced an interview and receive no feedback (practice-only condition), 2) practiced an interview and viewed their performance but receive no comments (self feedback condition), or 3) practiced an interview, viewed their performance and received feedback from an interview trainer/career counselor (counselor-feedback condition). As such, each level of

treatment added an additional element of feedback. Finally, 4) the control group, which did not participate in a video practice interview, joined the treatment groups in conducting mock interviews with professional recruiters. Interview performance was operationalized to include specific interview behaviors in addition to a global interview performance rating.

The research on interviewee training demonstrates a variety of training formats. These training programs generally include a trainer to model and explain desired interview behaviors. Sackett et al. (1989) proposed that feedback is likely to play an important role in the effectiveness of interview training. In the present study, it was expected that the counselor would guide the interviewee toward the most appropriate interview behaviors while those participants in the self- or no-feedback conditions would be left to create their own understanding of what behaviors are desired in the employment interview. Furthermore, having the opportunity to view their interview practice was expected to help participants in the self feedback condition improve their performance over those participants in the no-feedback and control conditions.

H1: The training manipulation will have a significant effect on interview ratings such that the self feedback condition will receive higher ratings than the control and practice-only conditions and the counselor-feedback condition will receive higher ratings than all of the other conditions.

A second purpose of the current study was to examine the relations between two individual difference variables (self-monitoring and anxiety) and interview ratings, and to assess whether interview training moderates these relations. Concerning the first of these individual difference variables, Dipboye (1992) suggested that high self-monitoring applicants should make more favorable impressions in interviews than low self-monitors. However, the advantages that may accrue to those high in self-monitoring may be partially offset by the advantages of practice and feedback. That is, the opportunity to view a recording of oneself in an interview or to receive

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external feedback about interview performance may be particularly useful for those individuals who are low in self-monitoring (since those high in self-monitoring are presumably already aware of such information). Thus, the interview training conditions may moderate the relations between self-monitoring and interview ratings. This logic provides the foundation for the following hypotheses:

H2a: Applicant self-monitoring will be positively related to interview ratings.

H2b: The relationship between self-monitoring and interview ratings will be moderated by interview training conditions, such that the relationship between self-monitoring and interview ratings will be strongest for those in the control and practice-only conditions.

As for the second of the individual difference variables, McCarthy and Goffin (2004) found that anxiety was negatively related to interview performance and proposed that techniques to reduce anxiety may increase comfort level and interview performance. Although it is possible that practicing an interview and/or watching a recording of oneself in an interview may decrease anxiety, it is also possible that these training conditions may increase anxiety since they may highlight interviewing inadequacies without providing any guidance as to how to improve. In contrast, a career counselor can provide reassurance about positive elements of performance and guidance to improve negative aspects. Furthermore, these changes in interviewing anxiety due to the different training conditions may serve to moderate the relations between pre-interview anxiety and interview performance. This logic provides the foundation for the following hypotheses:

H3a: Pre-interview anxiety will be negatively related to interview ratings.

H3b: The counselor-feedback condition will produce the lowest level of post-interview anxiety (after controlling for the level of initial interviewing anxiety).

H3c: The relationship between pre-interview anxiety and interview ratings will be moderated by interview training conditions, such that the relationship between pre-interview anxiety and interview ratings will be the weakest for those in the counselor-feedback condition.

In addition, there are subcomponents of interviewing anxiety that may be differentially responsive to the various types of interview training. McCarthy and Goffin (2004) distinguished between communication, performance and behavioral anxiety within the selection interview. Communication anxiety describes stress that prevents candidates from expressing themselves well in the interview. Performance anxiety involves worry or a preoccupation with the outcome of the interview. Behavioral anxiety includes autonomic response to anxiety such as sweating and shaky hands. Consistent with hypothesis 3a, all three subcomponents are expected to be negatively related to interview performance, and consistent with hypothesis 3c, these negative relationships are expected to be weakest for those participants who were provided with counselor feedback. In addition, the behavioral subcomponent of interviewing anxiety may also be responsive to self feedback. Specifically, the behavioral anxiety scale measures physical responses to anxiety, such as shaking hands, fidgeting, and sweating, which may be decreased by watching a recording of previous interview behaviors. This logic forms the foundation for the following hypotheses:

H4a: All three subcomponents of pre-interview anxiety will be negatively related to interview performance.

H4b: The counselor-feedback condition will produce the lowest level of post-interview anxiety (after controlling for the level of initial interviewing anxiety) for each of the three subcomponents of interviewing anxiety. In addition, the self feedback condition will produce the next lowest level of post interview anxiety for the behavioral subcomponent of interview anxiety.

H4c: The relationship between pre-interview anxiety and interview ratings will be moderated by interview training conditions for each of the three subcomponents of anxiety, such that the relationship between pre-interview anxiety and interview ratings will be the weakest for those in the counselor-feedback condition. In addition, the relationship between the behavioral subcomponent of pre-interview anxiety and interview ratings will be the second weakest for those participants in the self feedback condition.

METHOD

Participants

Seniors in business and engineering majors who were registered with the career center were initially invited to this study. In addition, faculty in the college of business and behavioral sciences were asked to announce the study to their courses and offer extra credit as appropriate. While participants did not receive a monetary reward for participation, they had the opportunity to conduct interviews with real recruiters, which provided exposure for job-seekers to potential employers of interest. This process yielded 155 participants who completed the first survey. Of this group, 102 participants completed the remainder of the study.

Participants were randomly assigned to one of the following groups: 1) control group that participates in only the final criterion interview, 2) practice interview only (practice-only condition), 3) practice interview plus video self feedback (self feedback condition), and 4) practice interview with video and verbal feedback provided by a career counselor (counselor-feedback condition).

Employers were invited to serve as mock interviewers. Corporate Partners of the career center who attended a meeting on campus were personally invited to participate through an announcement and personal contact at the meeting. Additional recruiters were emailed from the ClemsonJobLink database of employers who frequently recruit business and engineering majors.

Other than a free lunch and the opportunity to preview potential candidates, employer participants received no reward for participation.

Demographics

The student participants ranged in age from 18 to 37 with an average age of 21. Females made up 66.7% of the sample. The majority of the sample was white (76.5%), with the next largest racial groups being black (9.8%) and Asian (6.9%). Regarding previous work experience, 87.3% had held a part-time job, 37.3% had completed an internship, 3.9% had done a co-op, and 26.5% had held a full-time job. Participants reported levels of previous work experience as follows: 28.7% had 1 to 2 years of experience, 22.8% had 3 to 5 years of experience, and 17.8% had over 5 years of experience. Few students reported less experience: 13.9% had 6 to twelve months experience and 11.9% reported 1 to 6 months experience. Most participants (77.3%) reported that they had completed between 1 and 5 interviews prior to this study ($M = 3.98$).

The employer participants were 41.7% female and 100% white. Their previous experience conducting interviews ranged from less than a year to over 10 years. Half of the employer participants (50%) reported 5 or more years of experience conducting interviews.

Setting/Apparatus

This lab study was conducted in a college career center. Final mock interviews were conducted in interview rooms that are regularly used for recruiters conducting on-campus interviews.

Practice interviews were conducted using the InterviewStream mock interview system (see photo in Appendix A). This computer program provides a standard list of interview questions prompted by a video image of a recruiter on the screen. The participant answered each question and the answers were digitally recorded (audio and video) using a web camera attached to the computer screen. The image includes the upper torso and head of the interviewee, including any

hand gestures that were performed within camera range. The treatment groups that viewed their practice performance accessed this digitally recorded video on the computer.

Materials

Participants completed a pre-treatment measure that included: demographics, previous interview and work experience, an anxiety measure consisting of select scales from the Measure of Anxiety in Selection Interviews (MASI; McCarthy & Goffin, 2004), and a self-monitoring scale (Snyder, 1974). Participants also submitted an electronic copy of their resume. The pre-treatment measures were administered via a web survey and included a reminder that employers and career center staff unaffiliated with the study would not see their responses, to discourage faking (see Appendix B).

When participants agreed to participate, they received a confirmation email that included a handout of interview tips provided by the career center to help students prepare for interviews. The handout described how to prepare for interviews, frequently asked questions, and suggested questions for candidates to ask during interviews.

All participants in the three conditions that involved practice recorded a practice interview on the InterviewStream mock interview program. Each participant was prompted with the same interview questions in the same order (see Appendix C). Trained career counselors provided feedback to participants in the video plus counselor-feedback condition. To maintain consistency across the three participating counselors, the counselors used a standardized feedback form to evaluate specific interview behaviors (see Appendix D).

The dependent variable, interview performance ratings, was measured by recruiter ratings on a standard suitability form, which was modified from Stevens and Kristof's (1995) rating form. The four items in the overall suitability measure were combined into a single interview rating. In addition, the Job Interview Rating Scale (JIRS; Barbee & Keil, 1973) was used as a

secondary dependent variable measure. The JIRS evaluates specific interview behavior while the suitability measure is a global rating of performance. To determine if interviewers can identify impression management behaviors used by candidates, the interviewers' measure included a revised version of the impression management scale from Kristof-Brown et al. (2002) (see Appendix E).

Immediately after the interview, student participants completed a post-treatment measure (Appendix F) to assess their preparation time and strategies for the interview, their use of impression management behaviors (Kristof-Brown et al., 2002), and their anxiety experienced during the interview (McCarthy & Goffin, 2004).

Procedure

After completing the initial on-line measure, 80% of participants were randomly selected to receive an email instructing them to sign up for a practice interview on the InterviewStream program, with the remaining 20% assigned to the control group. Treatment group participants were provided a list of available practice interview times during a three week period immediately preceding the mock interview day. To help the career center staff manage the treatment groups and to ensure the participants in each group were treated similarly, treatment groups were assigned by day. For example, the participants who scheduled interviews on the first day of practice interviews were all assigned to the same condition. Any who did not participate in the practice interview became part of the control group.

The practice only group conducted the InterviewStream mock interview and were informed that they would not see the results. The self feedback group conducted the practice interview, privately viewed their interview, and completed the Practice Interview Evaluation Form (Appendix D). To increase a sense of anxiety, both groups were told that a career counselor would review their interview later. The video plus verbal feedback group conducted the practice

interview and were told that a counselor would critique the interview with them immediately after the interview. The counselor prompted the participant to generate items of self feedback first and then rated the items on the feedback form (Appendix D), which is similar to the scales on the Job Interview Ratings Scale. Participants received a reminder email the day before their practice interview. No-shows were contacted and asked to reschedule for their practice interview if they wished to continue participation in the study.

To increase the realism of the criterion mock interviews, student participants were assigned to interview with employer participants in their field of interest – either business or engineering – whenever possible. Student participants received an email and phone call reminder of their participation in the study the day before mock interview day. Participants were given the final measure immediately after the criterion interview and completed it before leaving the session, at which time participants received the debriefing form.

Upon arrival at mock interview day, employer participants received an interview schedule and signed their consent forms. Interviewers were instructed to conduct interviews consistent with the type of interviews they regularly conduct for full-time positions. These interviews included a mixture of situational and behavioral based interviews and varied in their levels of standardization across interviewers. While interviewers would normally receive candidate resumes in advance of the interview, for this study recruiters did not see the interviewees' resumes because of the risk of forming impressions based on the resume rather than the interview. As Jelf (1999) noted, interviewers make preliminary judgments about applicant qualifications and reinforce those during the interview. Therefore, instead of receiving candidates' resumes, the interviewers received a standardized candidate data sheet created by the researcher from each participant's resume. Immediately after each interview, interviewers completed the interview ratings form.

RESULTS

Prior to data analysis, the data were screened for missing data and outliers. Two participants were missing an entire scale (e.g., the pre-treatment survey, the employer ratings, or the post-interview measure) and were removed from the data set.

Descriptive analyses were conducted to evaluate relationships between independent and dependent variables (Table 2). Significantly positive correlations were found between previous interview experience, work experience and pre-interview anxiety. Also, significant negative correlations emerged between self-ratings of interview skills and pre-interview anxiety; as confidence in interview skills increased, interview anxiety decreased. Cronbach's Alphas are also reported in Table 2.

Given that pre-existing individual differences in interviewing ability could dilute group-level effect, it was important to assess if this was the case. For the three treatment groups, a subject matter expert viewed and rated each participant's practice interview using the same rating form that the counselors and self-feedback group used. The control group did not practice and, therefore, prior interview skills could not be assessed for those participants. These pre-existing interview ability scores were initially used as a covariate in the evaluation of treatment group differences in suitability ratings. However, the inclusion of this variable as a covariate did not have a meaningful impact on the results. Furthermore, because continued use of this covariate would have reduced the number of groups to 3 (eliminating the control group), this covariate was dropped from the analyses.

A comparison of the makeup of the treatment groups showed no mean difference between groups on all variables with two exceptions. Significantly more participants in the control group had held full-time jobs (48%) compared to the practice-only, self-feedback, and counselor feedback groups (12%, 27%, and 17%, respectively). The practice-only group

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demonstrated significantly less previous work experience with 48% of this group reporting less than 3 years of work experience compared to 30%, 19% and 25% for the other groups. The control group, self-feedback and counselor feedback group all had a greater number of participants reporting experience of 3 years or longer.

Propensity scores were created to determine the likelihood of being placed in the treatment versus the control groups. This strategy works to correct any occurrence of non-random assignment (Shadish, Cook & Campbell, 2002). A logistic regression created the propensity score that was then used as a covariate in a general linear model. The results from the model with the propensity score did not significantly change the results, so the propensity score was eliminated from future analysis. This outcome also provides evidence that random assignment to groups occurred and that any variance in the makeup of the treatment groups did not affect the outcome of future analyses.

To eliminate error variance introduced by rater differences, interview ratings were mean-centered by rater. These adjusted suitability ratings were used throughout the remainder of the analyses.

Effect of Practice and Feedback on Interview Performance

The primary hypothesis of this study suggested that final interview scores would vary by treatment group, with those groups that receive more feedback performing better in the final interview than the groups that did not receive feedback or did not practice.

The one-way ANOVA for difference in suitability ratings by group was non significant ($F(3, 98) = 1.82$, $p = .15$). Although a significant difference between groups was not achieved, the difference between groups did move in the anticipated direction (see Figure 1). The control group had the lowest mean suitability scores, followed by the practice-only group. The self-feedback group achieved slightly higher ratings than the practice-only group, while the counselor-

feedback group received the highest ratings. Because the results move in the anticipated direction, a polynomial ANOVA was conducted to analyze the pattern of results. This test was significant ($F(1,98) = 5.20$, p.<.05) providing support for the primary hypothesis of the study.

Self-Monitoring

Hypothesis 2a concerns the relationship between self monitoring and interview suitability ratings. Surprisingly, self-monitoring was not found to be significantly related to the interview suitability ratings ($r = .11$).

Hypothesis 2b proposed that the relations between self-monitoring and interview performance would be moderated by the interview training conditions. Specifically, self-monitoring was expected to have the strongest relations with interview suitability in the control and practice-only conditions. The correlations between self monitoring and interview ratings for each of the four conditions were .21, .08, -.16 and .51 for the control through counselor-feedback groups, respectively. Because the counselor-feedback group produced the highest correlation ($r=.51$) there was no need to test if the control or practice-only groups produced a significantly higher correlation. To test whether the control and practice only conditions produced significantly higher correlations than the self-feedback condition, a z-test was computed for the difference between two independent correlation coefficients. In both cases, the difference between the correlations failed to reach significance, and thus, there was no support for hypothesis 2b.

Pre-Interview Anxiety

Hypothesis 3a concerns the relationship between pre-interview anxiety and interview suitability ratings. The correlation between these two variables was $r= -.002$ (p>.05) indicating there is no relationship between pre-interview anxiety and suitability ratings

Hypothesis 3b addresses the question of whether the training conditions had differential effects on the anxiety felt immediately after the interview. The results of a one-way ANOVA of

the training conditions on post-interview anxiety (with pre-interview anxiety as a covariate) reveals treatment group does not have a significant effect on post-interview anxiety (F(3,93) = 1.25).

Hypothesis 3c proposed that the relationship between pre-interview anxiety and interview performance would be moderated by the interview training conditions. Specifically, pre-interview anxiety was expected to have the weakest relation with interview suitability in the counselor-feedback condition. The correlations between pre-interview anxiety and interview ratings for each of the four conditions were .46, -.16, -.18, and -.17 for the control through counselor-feedback groups respectively. Although the counselor-feedback group produced a significantly weaker relationship than the control group (z = 2.1), this correlation was not significantly weaker than the other two treatment conditions (Figure 2).

In addition to the effects associated with the overall level of anxiety, additional hypotheses were developed for three subcomponents of anxiety. First, hypothesis 4a proposed that all three subcomponents of pre-interview anxiety will be negatively related to interview performance. The correlations between these subcomponents and interview suitability ratings were -.05 for communication anxiety, -.02 for performance anxiety, and .03 for behavioral anxiety, indicating lack of support for hypothesis 4a.

Hypothesis 4b concerned the impact of the different training conditions on post-interview anxiety. Specifically, this hypothesis proposed that the counselor-feedback condition would produce the lowest level of post-interview anxiety (after controlling for the level of initial interviewing anxiety) for each of the three subcomponents of interviewing anxiety. In addition, this hypothesis also stated that the self feedback condition would produce the next lowest level of post interview anxiety for the behavioral subcomponent of interview anxiety. One-way ANOVAs of the training conditions on the three subcomponents of post-interview anxiety (with

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pre-interview anxiety as a covariate) were performed. The overall ANOVA for post-interview communication anxiety revealed that treatment condition did not have a significant effect on post-interview anxiety (F(3, 93)=2.03) but an examination of the pairwise comparisons revealed that the counselor-feedback group displayed significantly less anxiety than the self-feedback group (mean difference = -.39) and approached a significant difference with the practice-only group (mean difference = -.33, p=.056). The overall ANOVAs for performance anxiety and behavioral anxiety also failed to reach significance, and while the counselor-feedback condition produced the lowest anxiety ratings for each component of anxiety, the difference between conditions failed to reach traditional levels of statistical significance (Figure 3).

The final hypothesis (4c) followed from the previous hypotheses and stated that the relationship between pre-interview anxiety and interview ratings would be moderated by interview training conditions for each of the three subcomponents of anxiety, such that the relationship between each subcomponent of pre-interview anxiety and interview ratings will be the weakest for those in the counselor-feedback condition. In addition, the relationship between the behavioral subcomponent of pre-interview anxiety and interview ratings were proposed to be the second weakest for those participants in the self feedback condition. The subcomponent of communications anxiety demonstrated the following correlations with interview ratings for groups 1 through 4, respectively: .30, -.08, -.18, -.36. These correlations are contrary to the expected pattern, with the counselor feedback condition producing the strongest (negative) relationship. The test of independent correlations showed the correlation for the verbal condition (r= -.36) is significantly different than that of the control group (r=.30), with z-score=2.2. Similarly, performance anxiety resulted in correlations contrary to the expected pattern (r=. 25, -.05, -.16, -.17 for groups 1 through 4 respectively), but the test of independent correlations showed the relationships were not significantly different. The behavioral anxiety subscales

produced a closer approximation of the expected patter, with the counselor feedback group demonstrating a weak relationship. The self-feedback group did not produce the second-weakest relationship (r= .39, -.28, -.10, .15 for groups 1 through 4, respectively).

Additional Results

The previously discussed hypotheses relied on measurements of anxiety and self-monitoring taken prior to treatment. Immediately after the interview, participants completed an impression management and anxiety scale describing their experience in the just-completed interview. Post hoc analyses were conducted to investigate the relationships these post-test variables may have with interview ratings.

Participant anxiety during the interview is likely to have a relationship with interview ratings. A regression was run with post-interview anxiety as the independent variable and interview ratings as the dependent variable. The results showed candidate anxiety in the interview was significantly negatively related to employer suitability ratings (B = -.36). Candidates who reported experiencing higher levels of anxiety during the final interview received significantly lower suitability ratings.

Individual regression analyses were used to test the relationship between each subscale of post-test anxiety and interview ratings. The regressions were run with the anxiety subscale and group as independent variables in the first block and an anxiety subscale by group interaction variable in the second block. Employer suitability ratings were used as the dependent variable in all three regression equations. The results showed significant main effects for communication anxiety (B= -.31) and performance anxiety (B= -.26), but not for behavioral anxiety (B= -.23). There was also an interaction effect for performance anxiety X treatment condition (B= -.27, p<.05). The simple effects for performance anxiety approached significance for the counselor feedback group (B = -.52, p=.053) but did not reach significance for the other three groups.

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To investigate the differential predictive power of the anxiety subscales, a stepwise regression was conducted using post-test scores for communication anxiety, performance anxiety and behavioral anxiety as independent variables and suitability ratings as the dependent variable. The results show performance anxiety has the strongest effect on suitability ratings (B= -.26).

To test the possibility that anxiety during the interview might mediate the relationship between treatment group and suitability ratings, an ANOVA was used to examine the relationship between treatment group and post-treatment anxiety. The results were non significant (F(3,93) = 1.07), eliminating the need to continue the test for mediation.

Like anxiety, participant reports of impression management behaviors used by candidates in the final interview might demonstrate relationships with interview ratings. A regression analysis was run with participant self-report of impression management and training condition as independent variables in the first block and an interaction term for impression management by training condition in the second block. Interview ratings were used as the dependent variable. There was a significant main effect of impression management on suitability ratings (B=.61), although there was not a significant interaction for impression management X treatment condition (B= .08, p>.05).

To determine if post-interview impression management acts as a mediator between treatment group and suitability ratings, an ANOVA was used to test the relationship between treatment group and post-interview impression management scores. The results were non significant (F(1,93) = 1.26, p>.05) so there was no need to continue the test for mediation.

There is a significant negative correlation between pre-interview anxiety and self-monitoring (r= -.28) and between post-interview anxiety and post-interview impression management scores (r= -.38). The explanation for this relationship might be found in Schlenker and Leary's 1982 self-presentation model of social anxiety. This theory suggests high social

anxiety emerges when people are 1) motivated to make a good impression and 2) doubt their ability to do so. The interview is a prime setting to induce social anxiety because the candidate expects to be evaluated and hopes to make a favorable impression. High self-monitors are likely more confident than low self-monitors in their ability to make a positive impression. This absence of doubt, from Schlenker and Leary's theory, explains the negative relationship between self-monitoring and anxiety in this study. The study lends an additional piece of evidence to support this relationship: self-ratings of interview skills prior to the study have a significant negative relationship with both pre- and post-interview anxiety; those who felt most confident in their interview skills (i.e.: have less doubt about their interview skills) have less interview anxiety.

Do interviewers realize when candidates use impression management techniques? In this study, participants reported use of impression management in the final interview and employers reported perceptions of candidate use of impression management. A correlation of these scales show a significant relationship between candidates' self-reported use of impression management during the interview and the employers' perceptions of candidates' IM use (r=.33), demonstrating a certain amount of convergence between employers and interviewees in the perception of impression management use during the interview.

To investigate which interview behaviors have the strongest relationship to overall interview ratings, a stepwise regression was performed with the JIRS and IM subscales (provided by employer raters) as independent variables and the suitability ratings as the dependent variable. "Candidate self-confidence" was found to have the strongest relationship to suitability ratings (B=.72), followed by "demonstrating knowledge or expertise" (B=.54), and "smiling or using other friendly non-verbal behavior" (B=.25). "Complimenting the interviewer" demonstrated a negative relationship with interview performance (B= -.19). While these findings are at risk for

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common method bias, they do point to the behaviors that have the greatest impact on interview ratings in this sample.

InterviewStream Usability Results

Participants from the three practice groups completed the InterviewStream practice interview program and rated the system on a set of usability questions. The mean overall usability rating was 3.48 on a 5 point scale (SD = .58). Candidates reported that they received enough instructions (M = 4.23, SD = .59), that InterviewStream was easy to use (M = 4.03, SD = .75) and that InterviewStream was helpful (M = 4.03, SD = .85). Participants disagreed with the idea that InterviewStream is as good as a live interviewer (M = 2.40, SD = 1.13) (see Figure 4). The item "I felt nervous while using InterviewStream" received a mean score of 2.93, just under the midpoint of the scale, demonstrating an expected level of nervousness about recording a practice interview. It was anticipated that some participants would feel more nervous than others about using the camera. Interestingly, the question had a significant *negative* correlation with pre-interview anxiety (r= -.27); those participants with greater interview anxiety felt more comfortable using InterviewStream while those who reported lower interview anxiety were more nervous about InterviewStream. There was no relationship between usability ratings and employer suitability ratings. Usability ratings were negatively related to post-interview anxiety ratings (r= -.28); participants who felt the InterviewStream program was useful reported significantly lower levels of anxiety after their final interview.

<div align="center">DISCUSSION</div>

Overview

This study explored the effects of practice and feedback on improving interview performance. While a variety of interview training programs have been initiated in the past, no studies have identified whether interview performance is improved based on practice alone or if

feedback is necessary for the candidate to reflect on and improve performance (Palmer et al., 1999). To answer this question, undergraduates completed practice interviews with employers after participating in one of four treatment groups: no practice, practice only, practice plus self-provided feedback, or practice plus counselor-provided feedback.

The primary hypothesis was that interview performance would improve with each level of treatment, with the control group receiving the lowest interview scores and the counselor-feedback group receiving the highest scores. This appeared as a significant trend in the data, demonstrating that greater levels of practice and feedback help to improve interview ratings. This finding supports the benefits of interview training programs that include both practice and feedback. While practicing interviews is helpful, producing self-feedback or receiving feedback from others is even more helpful in improving interview performance.

These findings will be useful for educators and counseling professionals involved in employment preparation programs. The participants who saw the best benefit from the different training options were those who both practiced an interview and received feedback on their performance. Employment preparation programs can use this evidence to create effective interview training interventions. Such programs should employ trained professionals to provide useful feedback to program participants who practice interviews.

Employers will also find these results helpful to prepare workers for training and promotion. Sometimes good workers are unable to advance to the next level in an organization because of difficulty interviewing. Providing feedback on interviews throughout the selection process will help employees improve their interview skills for future rounds of promotion interviews.

McCarthy and Goffin (2004) demonstrated that high anxiety is related to lower interview scores. In the current study, anxiety during the interview was significantly negatively related to

interview ratings, supporting McCarthy and Goffin's results that candidates with higher anxiety received lower interview ratings. Hypothesis 3c demonstrated pre-test measures of anxiety were not significantly related to interview scores but they were moderated by treatment condition. The counselor feedback group demonstrated a significantly weaker relationship between anxiety and interview ratings than the control group. This supports the idea that receiving feedback from a counselor helps to temper the negative influence that anxiety has on interview performance. The opportunity to discuss their interview performance and learn anxiety-reducing techniques from a coach dissipates anxiety and leads to better interview scores.

Interestingly, the stepwise regression of interview ratings on anxiety subscales showed that performance anxiety was the post-test anxiety subscale that had the greatest effect on suitability ratings, over behavioral anxiety and communication anxiety. These results suggest that performance anxiety may be even more important to interview ratings than either behavioral or communications anxiety. Performance anxiety describes the candidates' internal concern over their overall performance: preoccupation with doing poorly, worry over fit for the job, nervous about level of performance, fear of negative consequences. One possible theory to explain this relationship is that performance anxiety may be the construct underlying both behavioral and communications anxiety. Further research might try to treat performance anxiety to see if corresponding improvements in behavioral and communications anxiety – and interview scores – occur.

Pre-test measures of interview anxiety demonstrated correlations with candidates' previous interview experience and work experience. In addition, as interview anxiety decreased, candidate self-ratings of interview skills increased. This suggests that the more interview and work experience a person has, the less likely they will be to have interview-related anxiety.

Likewise, the candidates rate their interview skills more highly when they have more interview and work experience.

The post-test anxiety results, obtained immediately after the final interview, asked for their level of anxiety in that specific interview. To the degree that interview anxiety is a state variable, these results likely demonstrate a more accurate measure of the participants' interview anxiety, specifically related to the suitability scores earned in that interview. The post-test anxiety results do have a significant negative relationship with suitability ratings; higher anxiety is related to lower interview ratings.

As demonstrated by the post-test anxiety interaction results, practice plus feedback seems to be particularly important for people who experience a great deal of anxiety related to interviewing. Because this study included voluntary participants who likely have less interview anxiety, the potential effects of feedback could be much stronger for candidates with greater anxiety.

As Schlenker and Leary (1982) proposed, people experience social anxiety when they want to make a specific impression and doubt their ability to do so. The significant negative relationship between interview anxiety and impression management shows those who are low in social anxiety report the strongest impression management skills and vice versa. Schlenker and Leary suggest one way to ease interview anxiety is to train the anxious candidates on their missing skills in impression management.

Stevens and Kristof (1995) demonstrated that impression management behaviors spontaneously occur during actual employment interviews. They found a positive relationship between use of impression management tactics and interviewer perceptions of applicant suitability. This study supports those findings; the candidates self-reported use of impression management tactics in the interview were correlated with employers' perceptions of these

behaviors by candidates. This suggests employers can identify IM behaviors in use. Candidate impression management behaviors were positively related to their interview ratings, supporting Stevens and Kristof's findings.

Identifying behaviors that employers value in the interview is an ongoing puzzle. As illustrated by Trent's 1987 study, employers claim to seek one set of behaviors, but an analysis of their actual decision-making shows other behaviors were more related to ratings. Although this study did not set out to identify which interview behaviors help to produce the most positive interview ratings, the results of a correlation between the items on the Job Interview Rating Scale and the impression management scale gives some hints about what behaviors were most related to interview scores in this study. While Hollandsworth et al. (1979) showed that recruiters put more emphasis on content, followed by fluency of speech, then candidate composure, these results suggest candidate self-confidence has the strongest relationship to overall ratings, followed by content ("demonstrating knowledge or expertise") and displaying friendly behaviors. A common IM ingratiation tactic, "complimenting" the interviewer had a negative relationship with interview ratings. While the potential for common method bias exists, these findings point to potential areas for further research on interview behaviors that are most associated with positive interview scores.

Measurement Issues

Several possible problems arose in this study regarding measurement. First, the sample of college students might not generalize to other populations. The original design of the study intended to use graduating seniors who were actually in the process of job searching, which would increase the realistic nature of the study. When not enough seniors were able to participate to reach a reasonable sample size, underclass students were included in the study. While some students volunteered to participate, others received class credit or extra credit for their

involvement. The study required a large commitment from the participants: an initial 15 minute survey and resume submission, participation in a 20 to 45 minute treatment session, and a 40 minute final interview and survey. The voluntary nature of their participation, coupled with the intense commitment required, suggests only those students who were already comfortable with interviewing were likely to join the study. This assumption is supported by the pattern of suitability ratings: most ratings were generally good, with the mean of 3.8 (SD=.85) well above the midpoint of 3.0.

Another measurement limitation was the self-monitoring scale (Snyder, 1974) that was administered prior to treatment. Dipboye (1992) described self-monitoring as the psychological construct that holds the most promise for explaining differential impression management skills. Because high self-monitors are pre-disposed to engage in impression management, high self-monitors are more likely to engage in this behavior in the interview setting as a natural communications tool. Dipboye suggested that high self-monitoring applicants should make more favorable impressions in interviews than low self-monitors, but notes that "few studies have examined the relationships of self-monitoring to interview impressions or behaviors" (p. 102). The use of the pre-test self-monitoring scale and the post-test impression management scale was an effort to answer this research question. Unfortunately, the dichotomous nature of the instrument did not provide a rich distribution of responses. This scale produced no significant relationships to either the post-test impression management scale or the suitability ratings.

The final two measurement issues relate to the employer interviewers. A total of 14 human resources professionals volunteered to conduct the final interviews in the study. The interviewers were asked to conduct their regular screening interview, providing the candidates with a realistic interview situation. The suitability ratings varied widely by rater, which means some raters produced higher mean ratings than others. In order to correct for this variance, the

suitability ratings were mean-centered by rater. Better results might have been produced if more specific instructions, behaviorally-anchored scales, or interview examples were provided to employers about ratings.

The employer interviewers represented primarily engineering and business industries, which were not a strong match for the primarily business and psychology students who participated in the study. This mismatch of industry might have influenced the ratings, leading to lower ratings for good interviewees that did not fit the company's focus. If a mismatch of industry occurred differently for the four treatment groups, the pattern of ratings would have been affected.

Finally, the practice interview setting did not create the level of interview anxiety expected. The pre-test anxiety measure did not occur in proximity to an actual interview; participants completed the scale weeks before their treatment group practice interview and the final criterion interview. Because the participants knew these would be practice interviews and most were not currently interviewing for professional positions, their interview anxiety was likely not primed. Without the possibility for negative consequences, participants' pre-interview anxiety ratings were unrelated to their interview performance and their post-interview anxiety ratings were systematically low. Had the candidates been properly matched with an industry in which they were actually job searching, post-anxiety levels might have mirrored those of an actual interview setting.

Benefits and Limitations

The study succeeded in several ways. First, by focusing on the idea of feedback being instrumental in improving interview performance, the study delves into an under-researched facet of interviewing. While most research in employment psychology focuses on the nature of the interviewer, research on the candidate is ripe for further investigation. These results support the

notion of using practice and feedback to improve interview performance, which is applicable to both education and employment settings. Certainly job training and career planning programs will want to include both practice and feedback in interview training programs given the increasing positive results achieved by those groups. In an employment setting, helping employees apply for promotion or reassignments by providing opportunities to practice and receive feedback can help the employees successfully demonstrate their potential for the new positions.

Anxiety seems to be a key component in interview performance. While these results might not be surprising, they remind professionals involved with interview preparation to pay particular attention to tools to decrease candidates' anxiety, especially communications anxiety. Just listening to a lecture on interviews or reviewing common interview questions might not help those high in anxiety increase their interview performance. Practicing and receiving feedback from a counselor, on the other hand, does have the ability to improve interview skills and minimize the negative effects of interview anxiety.

As described above, several weaknesses in measurement are a source of this study's limitations. A broader sample of job seekers who match the industry of the employer would likely have produced different ratings. A different self-monitoring scale might have depicted a relationship between self-monitoring and suitability ratings.

Further Research

Additional research on interview preparation should attract a sample of current job seekers who represent a wide variety of skill and comfort with job interviewing. It would be interesting to include other new entrants to the workforce, such as high school or two year college graduates. Another possible sample would be workers who have not conducted interviews for a substantial time period, such as homemakers or long-term military members.

The effects of practice and feedback might differ based on the type of interview conducted. Performance in behavior-based interviews might be more coachable than performance in traditional interviews. Likewise, the level of structure in the interview might influence the effectiveness of practice and feedback. The relationships between anxiety and interview ratings suggest additional research should investigate the effectiveness of anxiety reduction techniques.

While this study aimed to isolate feedback from practice, additional research should investigate the content of interview training programs, specifically addressing anxiety-reduction techniques. The antecedents of interview anxiety in relation to social anxiety, especially self-efficacy for interview variables, will help counselors further target interview anxiety. Given the previous findings about interview anxiety, demonstrating whether anxiety-reduction treatments help participants reduce interview anxiety would be a useful next step in the research.

The true success of interview training programs would best be measured longitudinally through a study that uses job performance ratings as the criterion. Tracking the potential effects of interview training programs through the interview stage into employment would best answer the fundamental question of whether interview training programs help or hinder employers' efforts to identify and hire the best employees. These results would show if, as Babcock and Yeager (1973) feared, interview training programs provide a temporary polishing of candidates' skills that make the task of distinguishing the good and bad applicants even harder. Or, as Dipboye (1992) suggested, interview training programs might help employers select the best applicants by providing candidates the tools necessary to clearly demonstrate their potential in the interview setting.

Conclusion

Performing well in an interview is of crucial importance to a job seeker. Likewise, employers want candidates to successfully identify their knowledge, skills, and abilities so they

can hire the best candidates. While much advice and training exists regarding interview performance, little is known about what parts of training successfully improve interview skills. This study isolated the effects of practice and feedback to demonstrate that increasing levels of practice and feedback produce a pattern of increasing interview ratings. Anxiety and impression management continue to be candidate characteristics that influence interview ratings and should be considered when designing interview training programs.

APPENDICES

Appendix A

Image of InterviewStream Practice Interview Program

The InterviewStream mock interview system is a computer program that provides a standard list of interview questions prompted by a video image of a recruiter on the screen. The participant answers each question and the answers are digitally recorded (audio and video) using a web camera attached to the computer screen.

Appendix B

Pre-interview candidate measures

Purpose
Thank you for participating in our study. This study is designed to understand what type of preparation for employment interviews are most effective. In this stage of the study, we will ask you some demographic questions about yourself, a series of questions pertaining to your personality, comfort level with interviews, and interpersonal communication skills. After you complete this form, you will be contacted about registering for the next stage of the study.

Duration
This questionnaire should take about 10 to 15 minutes to complete. This study will take place during 4 weeks, but your participation will require only one or two appointments of about 30 minutes each.

Participant Rights
Participation is voluntary, and you may discontinue participation at any time without penalty or hard feelings

Confidentiality
The data collected in this study will be only used for educational, learning, and research purposes and will be reported only in the aggregate, such that no individual information can be identified. Your name is used only to match your materials from different phases of the study and will be replaced with a unique participant number. Your individual responses will not be shared with anyone, including any other employees of the career center or any company/recruiting representatives. The demographic information is collected to allow us to learn about groups of people, not individuals.

Risks & Benefits
There are no known risks to those participating in this study, aside from any discomfort you may experience in participating in a practice job interview. Participant risk in this study is minimal, meaning that the risk of harm anticipated is not greater than that ordinarily encountered in daily life or during the performance of routine psychological tasks. By participating in this study, you might benefit by improving your interview skills and having exposure to a real recruiter for your practice interview. We hope to learn more about preparation for interviews and improving interview ratings, which may help other individuals later on.

Contact information
If you have any questions about the research or your rights as a participant, you are invited to contact the primary researcher at praymar@clemson.edu.

By clicking *Next Page* below, you are indicating that you have read the above information, are over 18 years of age, and agree to participate in the study until you decide otherwise.

Thank you!

Please answer these questions as honestly and completely as possible. Employers will have NO access to your responses. Only the researchers affiliated with this project will have access to your responses; career center staff will not review individual results.

About you

Name: _____ (Your name is used only to match your materials from different phases of the study and will be replaced with a unique participant number.)

Age: _____

Gender: ❑ Female   ❑ Male

Race: ❑ African American   ❑ Asian   ❑ Hispanic   ❑ Native American
       ❑ Pacific Islander   ❑ White   ❑ Multi-racial   ❑ Other

Approximately how many interviews have you had? (include intern, co-op and full-time): _____

Have you previously completed: (check all that apply)
   ❑ a part-time job   ❑ an internship   ❑ a co-op   ❑ a full-time job   ❑ none

Approximately how much work experience do you have? (Include any part-time and full-time work experience, regardless of relationship to your major)
   ❑ none
   ❑ 1 to 6 months
   ❑ 6 to 12 months
   ❑ 1 to 2 years
   ❑ 3 to 5 years
   ❑ 5+ years

How confident are you in your interview skills?
   ❑   My interview skills are pretty good
   ❑   My interview skills are just ok
   ❑   My interview skills could use some work

Web survey page 2
Please answer these questions as honestly and completely as possible. Employers will have NO access to your responses. Only the researchers affiliated with this project will have access to your responses; career center staff will not review individual results.

About your comfort with interviews *Subscales and reverse scoring notes (*) to be removed*
Scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree.

		1	2	3	4	5
Communication Anxiety	I become so apprehensive in job interviews that I am unable to express my thoughts clearly					

Behavioral Anxiety	During the job interview, my hands shake				
Performance Anxiety	In job interviews, I get very nervous about whether my performance is good enough				
Performance Anxiety	I am overwhelmed by thoughts of doing poorly when I am in job interview situations				
Communication Anxiety	I get so anxious while taking job interviews that I have trouble answering questions that I know				
Behavioral Anxiety	My heartbeat is faster than usual during job interviews				
Communication Anxiety	During job interviews, I often can't think of a thing to say				
Performance Anxiety	I worry that my job interview performance will be lower than that of other applicants				
Behavioral Anxiety	It is hard for me to avoid fidgeting during a job interview				
Performance Anxiety	During a job interview, I am so troubled by thoughts of failing that my performance is reduced				
Communication Anxiety	I feel that my verbal communication skills are strong*				
Behavioral Anxiety	Job interviews often make me perspire (e.g., sweaty palms and underarms)				
Performance Anxiety	During a job interview, I worry about what will happen if I don't get the job				
Communication Anxiety	During job interviews I find it hard to understand what the interviewer is asking me				
Behavioral Anxiety	My mouth gets very dry during job interviews				
Communication Anxiety	I find it easy to communicate my personal accomplishments during a job interview*				
Behavioral Anxiety	I often feel sick to my stomach when I am interviewed for a job				
Performance Anxiety	While taking a job interview, I worry about whether I am a good candidate for the job				

Web survey page 3
Please answer these questions as honestly and completely as possible. Employers will have NO access to your responses. Only the researchers affiliated with this project will have access to your responses; career center staff will not review individual results.

About your interpersonal communication
❑ True	❑ False	I find it hard to imitate the behavior of other people
❑ True	❑ False	My behavior is usually an expression of my true inner feelings, attitudes and beliefs

❑ True	❑ False	At parties and social gatherings, I do not attempt to do or say things that others will like
❑ True	❑ False	I can only argue for ideas which I already believe
❑ True	❑ False	I can make impromptu speeches even on topics about which I have almost no information
❑ True	❑ False	I guess I put on a show to impress or entertain people
❑ True	❑ False	When I am uncertain how to act in a social situation, I look to the behavior of others for cues
❑ True	❑ False	I would probably make a good actor
❑ True	❑ False	I rarely need the advice of my friends to choose movies, books or music
❑ True	❑ False	I sometimes appear to others to be experiencing deeper emotions than I actually am
❑ True	❑ False	I laugh more when I watch a comedy with others than when alone
❑ True	❑ False	In a group of people I am rarely the center of attention
❑ True	❑ False	In different situations and with different people, I often act like very different people
❑ True	❑ False	I am not particularly good at making other people like me
❑ True	❑ False	Even if I am not enjoying myself, I often pretend to be having a good time
❑ True	❑ False	I'm not always the person I appear to be
❑ True	❑ False	I would not change my opinions (or the way I do things) in order to please someone else or win their favor
❑ True	❑ False	I have considered being an entertainer
❑ True	❑ False	In order to get along and be liked, I tend to be what people expect me to be rather than anything else
❑ True	❑ False	I have never been good at games like charades or improvisational acting
❑ True	❑ False	I have trouble changing my behavior to suit different people and different situations
❑ True	❑ False	At a party I let others keep the jokes and stories going
❑ True	❑ False	I feel a bit awkward in company and do not show up quite so well as I should
❑ True	❑ False	I can look anyone in the eye and tell a lie with a straight face (if for a right end)
❑ True	❑ False	I may deceive people by being friendly when I really dislike them

Resume

Please paste a copy of your resume in the box below (web survey). The information from your resume will be used to create a standard information sheet to be made available to the recruiter who will conduct your final practice interview.

Thank you for completing this survey! You will be contacted about the next stage in this project.

Appendix C

Practice interview questions

Tell me about yourself.
What would your friends tell me about you?
What accomplishment is your greatest source of pride?
Describe a situation where you came up with a creative solution to a problem.
What are your strengths? Weaknesses?
Tell me about a time when you have persuaded others to adopt your ideas.
Tell me about a time you did not succeed and how you over came it.
Tell me about a recent problem you encountered and how you came to the solution.
In what kinds of situations do you find it difficult to deal with people?
Tell me something about yourself that I wouldn't know from reading your resume?
What are your long-term objectives?

Appendix D

Practice Interview Evaluation Form

Participant name: _____
Counselor name: _____

Please rate the candidate on the following elements of their interview performance. Consider the descriptions within each category when assigning an overall rating for that behavior.

Non-verbal communication	Very Poor	Poor	Average	Good	Very Good	N/A
Manner of speaking	❑	❑	❑	❑	❑	❑
Vocal clarity/tone/pitch, Uses proper grammar/avoids slang terms, Uses action verbs and power language, Energy/enthusiasm level, Expresses ideas clearly/concisely						
Posture and mannerisms	❑	❑	❑	❑	❑	❑
Eye contact, Gestures, Friendly demeanor/smile, Attentiveness						
Avoided displays of anxiety or nervousness	❑	❑	❑	❑	❑	❑
Refrained from fidgeting						

Verbal communication	Very Poor	Poor	Average	Good	Very Good	N/A
Level of information provided about skills	❑	❑	❑	❑	❑	❑
Articulates relevant skills and accomplishments						
Level of information provided about previous experience	❑	❑	❑	❑	❑	❑
Relates previous employment/transferrable skills						
Ability to respond to interviewer's questions	❑	❑	❑	❑	❑	❑
Provides examples to illustrate selling points, Highlights marketable skills/unique selling points						
Assertiveness and initiative	❑	❑	❑	❑	❑	❑
Emphasizes strengths, Offers additional information about skills/experience						
Self-confidence	❑	❑	❑	❑	❑	❑
Answers indicate a positive attitude, Conveys decision making ability, Smoothly answers difficult questions						
Honesty and openness	❑	❑	❑	❑	❑	❑
Answers are consistent with resume, Freely discusses weaknesses/ challenges						

Name one strength demonstrated in the interview:

Name one weakness demonstrated in the interview:

Comments and recommendations for areas needing improvement:

Appendix E

Post-interview Rater Measure

Post-interview Ratings

Please complete this form after each interview.

Candidate name: _____

Please indicate the interviewee's performance on the following dimensions.

	Very Poor	Poor	Average	Good	Very Good	N/A
Manner of speaking	❑	❑	❑	❑	❑	❑
Posture and mannerisms	❑	❑	❑	❑	❑	❑
Displays of anxiety or nervousness	❑	❑	❑	❑	❑	❑
Level of information provided about skills	❑	❑	❑	❑	❑	❑
Level of information provided about previous experience	❑	❑	❑	❑	❑	❑
Assertiveness and initiative	❑	❑	❑	❑	❑	❑
Self-confidence	❑	❑	❑	❑	❑	❑
Honesty and openness	❑	❑	❑	❑	❑	❑
Ability to respond to interviewer's questions	❑	❑	❑	❑	❑	❑

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
During the interview, the candidate demonstrated his/her knowledge and expertise	❑	❑	❑	❑	❑
The candidate described skills and abilities in an attractive way	❑	❑	❑	❑	❑
The candidate took charge to get his/her point across	❑	❑	❑	❑	❑
The candidate described skills and experience	❑	❑	❑	❑	❑
The candidate discussed non–job-related topics	❑	❑	❑	❑	❑
The candidate discussed interests we have in common	❑	❑	❑	❑	❑
The candidate complemented me	❑	❑	❑	❑	❑
The candidate smiled a lot or used other friendly non-verbal behavior	❑	❑	❑	❑	❑
The candidate maintained eye contact with me	❑	❑	❑	❑	❑

Indicate the suitability of this candidate, if this were an actual interview.

	low	←	→		high
How qualified is this applicant for a job?	❑	❑	❑	❑	❑
How attractive is this applicant as a potential employee for your organization?	❑	❑	❑	❑	❑
How highly do you regard this candidate?	❑	❑	❑	❑	❑
How well did this applicant do in the interview?	❑	❑	❑	❑	❑

Post-interview Candidate Survey

Please answer these questions as honestly and completely as possible. Employers will have NO access to your responses. Only the researchers affiliated with this project will have access to your responses; career center staff will not review individual results.

Name: _____

(Your name is used only to match your materials from different phases of the study and will be replaced with a unique participant number.)

1. Which of the following activities did you use to prepare for this interview?
   - ❐ Reviewed tips on how to succeed in an interview
   - ❐ Thought about common questions
   - ❐ Rehearsed answers
   - ❐ Reviewed my resume
   - ❐ Talked with other people who have completed interviews
   - ❐ Talked with others who are knowledgeable about interviewing
   - ❐ Participated in practice interview(s)
   - ❐ Other _____
   - ❐ None

2. Approximately how much time did you spend preparing for this interview?
   - ❑ None
   - ❑ Less than thirty minutes
   - ❑ Between thirty minutes and one hour
   - ❑ One to two hours
   - ❑ More than two hours

3. Have you previously conducted practice/mock interview(s):
   - ❑ Related to this study
   - ❑ Unrelated to this study
   - ❑ I have never conducted a practice interview

4. During the interview, did you think about the feedback you received from practice interviews:
   - ❑ I have never received feedback about my interview performance
   - ❑ I did not think about the feedback I had received during this interview
   - ❑ I thought about the feedback very little
   - ❑ I thought about the feedback to some extent
   - ❑ I thought about the feedback a great deal

5. Is English your native language?

   ❑ YES
   ❑ NO: If not, what is your native language: _____

6. About your interview behavior

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
During the interview I demonstrated my knowledge and expertise	❏	❏	❏	❏	❏
I described my skills and abilities in an attractive way	❏	❏	❏	❏	❏
I took charge to get my point across	❏	❏	❏	❏	❏
I described my skills and experience	❏	❏	❏	❏	❏
I discussed non–job-related topics with the interviewer	❏	❏	❏	❏	❏
I discussed interests I shared in common with the interviewer	❏	❏	❏	❏	❏
I complemented the interviewer	❏	❏	❏	❏	❏
I smiled a lot or used other friendly non-verbal behavior	❏	❏	❏	❏	❏
I maintained eye contact with the interviewer	❏	❏	❏	❏	❏

7. About your comfort with this interview

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I became so apprehensive in the interview that I was unable to express my thoughts clearly	❏	❏	❏	❏	❏
During the interview, my hands shook	❏	❏	❏	❏	❏
In the interview, I got very nervous about whether my performance was good enough	❏	❏	❏	❏	❏
I was overwhelmed by thoughts of doing poorly	❏	❏	❏	❏	❏
I got so anxious that I had trouble answering questions that I know	❏	❏	❏	❏	❏
My heartbeat was faster than usual during the interview	❏	❏	❏	❏	❏
During the interview, I often couldn't think of a thing to say	❏	❏	❏	❏	❏
I worried that my interview performance was lower than that of other applicants	❏	❏	❏	❏	❏
It was hard for me to avoid fidgeting during the interview	❏	❏	❏	❏	❏
During the interview, I was so troubled by thoughts of failing that my performance was reduced	❏	❏	❏	❏	❏
I felt that my verbal communication skills were strong	❏	❏	❏	❏	❏
The interview made me perspire (e.g., sweaty palms and underarms)	❏	❏	❏	❏	❏
During the interview, I worried about what	❏	❏	❏	❏	❏

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
would happen if I don't get a job					
During the interview I found it hard to understand what the interviewer was asking me	❏	❏	❏	❏	❏
My mouth got very dry during the interview	❏	❏	❏	❏	❏
I found it easy to communicate my personal accomplishments during the interview	❏	❏	❏	❏	❏
I felt sick to my stomach when I interviewed	❏	❏	❏	❏	❏
I worried about whether I was a good candidate	❏	❏	❏	❏	❏

8. Did you conduct an InterviewStream computer-based practice interview as part of this study?

❏ NO: If no, skip this question.

❏ YES:

If yes, please provide feedback about your use of InterviewStream:

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
InterviewStream was easy to use	❏	❏	❏	❏	❏
I received enough instructions	❏	❏	❏	❏	❏
I felt nervous while using InterviewStream	❏	❏	❏	❏	❏
I couldn't help thinking about the camera during my session	❏	❏	❏	❏	❏
InterviewStream was helpful	❏	❏	❏	❏	❏
InterviewStream was as good as a live interviewer	❏	❏	❏	❏	❏
I enjoyed using InterviewStream	❏	❏	❏	❏	❏
After using InterviewStream, I feel more prepared for a live interview	❏	❏	❏	❏	❏

Appendix G

Table 2

Correlation matrix

|	Mean	SD	1	2	3	4	5	6	7	8	9	10
1 # of previous interviews	3.98	3.71	--									
2 Amount of previous work exp	4.06	1.42	.31**	--								
3 Confidence in interview skills	2.10	.734	.31**	.28**	--							
4 Pre-test anxiety	2.75	.58	-.39**	-.20*	-.54**	(.85)						
5 Pre-test self-monitoring	.50	.14	.02	.06	.20*	-.27**	(.61)					
6 Post-test anxiety	3.90	.40	.07	.07	.07	-.06	.02	(.89)				
7 Post-test IM	1.98	.59	-.24*	-.19	-.35**	.57**	-.13	-.38**	(.63)			
8 Job Interview Rating Scale (JIRS)	4.39	.64	.18	.18	.08	-.16	.06	-.23*	.042	(.93)		
9 Employer IM ratings	3.79	.59	.15	.16	.13	-.16	.20*	-.25*	.33**	.74**	(.83)	
10 Suitability	3.83	.85	.15	.02	.03	-.00	.11	-.23*	.27*	.70**	.68**	(.84)

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).
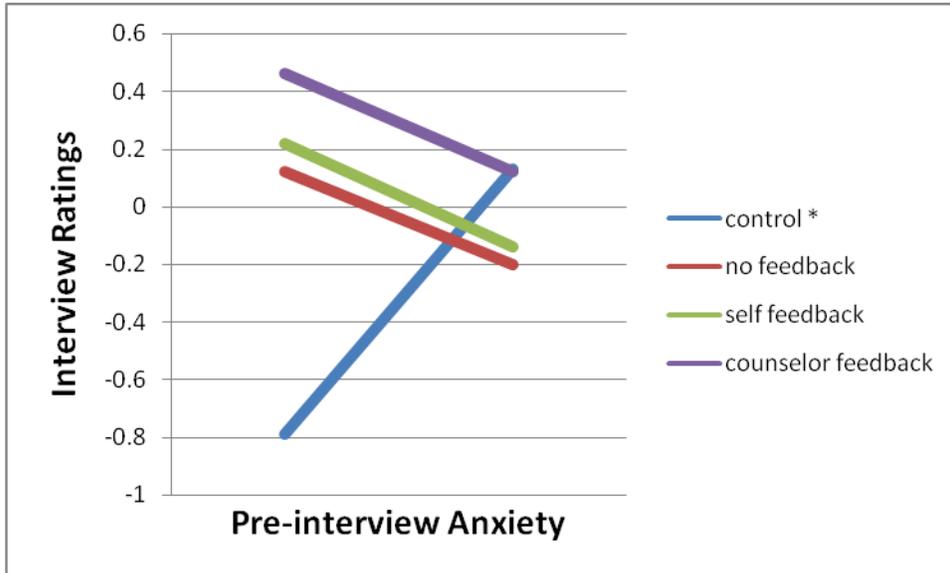
Correlations of particular importance are highlighted

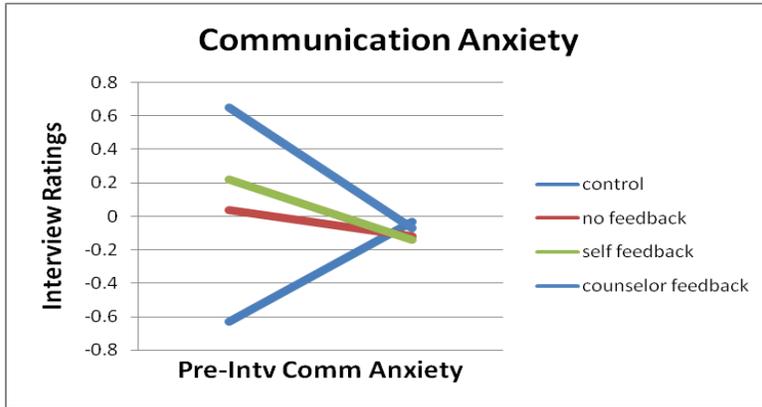*Figure 1.* Effects of treatment group on suitability ratings
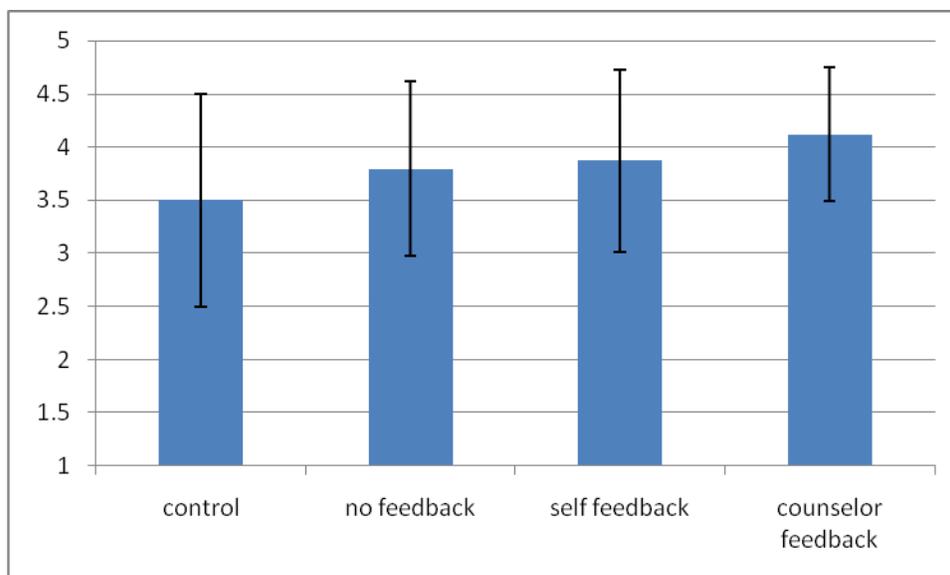
Appendix I

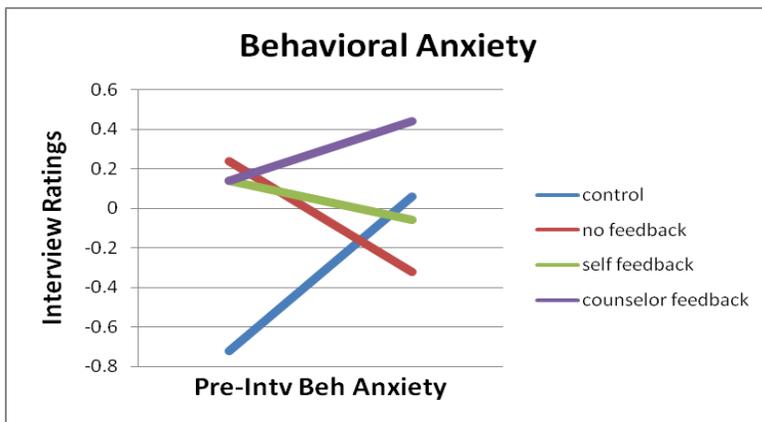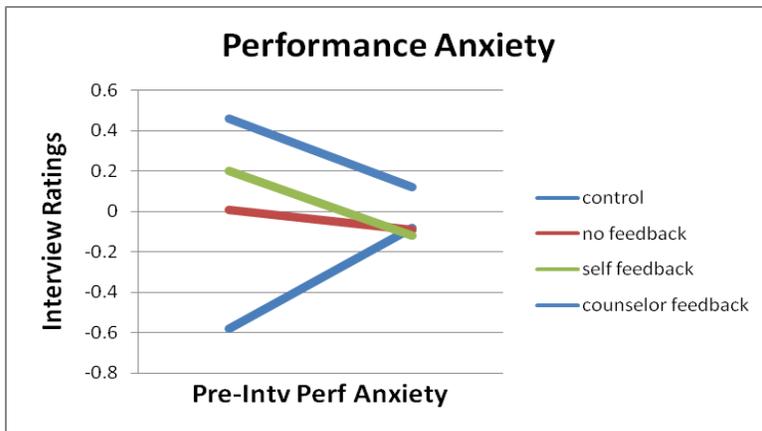*Figure 2*. Effect of anxiety on interview ratings, moderated by treatment group

Appendix J

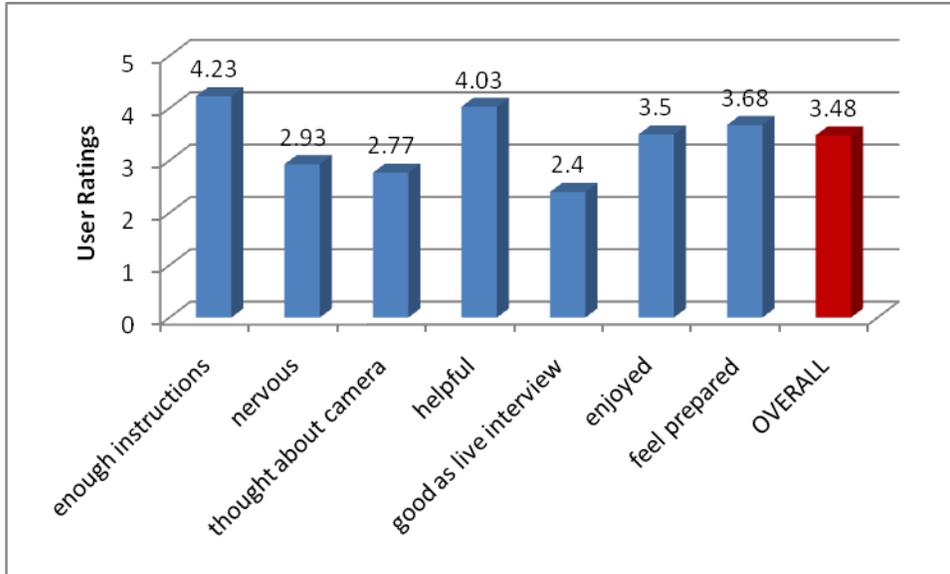*Figure 3*. Effect of training condition on 3 post-interview anxiety subscales

* significant mean difference between counselor feedback and control group

Figure 4. InterviewStream usability ratings

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