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EMPLOYABILITY SKILLS TRAINING
FOR DISPLACED HOMEMAKERS
MEASURED VIA THE PRACTICE INTERVIEW

BY

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B.A., Florida Technological University, 1975

THESIS

Submitted in partial fulfillment of the requirements
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Abstract

Two groups of females participated in a practice interview designed to measure the effectiveness of assertive communication taught during a two week program for Displaced Homemakers. The Experimental Group, selected according to CETA criteria, were interviewed after receiving training. The Control Group were women similar in all relevant respects with the exception of having worked for pay outside the home within the past three years. The structured interview was designed to incorporate the same areas for evaluation as would potential employers in a real selection process. Instructions to provide motivation, or demand characteristics, for both groups were contained in a letter given to all participants. A Posttest Only Control Group research design was utilized. Content of interview was not measured. Rather, the 17 basic questions asked by the researcher were used as the instrument to measure verbal rate of communicating job-relevant and/or transferable volunteer experience. Six (6) tapes were randomly selected and scored for inter-rater reliability. Nonverbal communication behaviors

which were rated by both the Interviewer and an Independent Observer were: Eye Contact, Posture and Appearance. Findings indicate that both verbal and nonverbal behavior were significantly ($p < .001$ and $p < .05$) greater for the Experimental Group, i.e., Displaced Homemakers, who received training.

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... also my mother, Grace, who taught me the value of a home... my children, Kathleen, Myles, Jr., Mike and Mary, plus Betsy and Staci, who helped me hang in there... and all those who shared a smile, a bit of advise, and above all friendship... God Bless.

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INTRODUCTION

Communication skills, both verbal and nonverbal, are recognized as key elements in the personnel selection and evaluation process. These skills are well-researched and utilized, in particular, at the management level which requires leadership capability (Bray and Campbell, 1968; Grant and Bray, 1969; Jaffee, 1971; Jaffee and Frank, 1976).

Verbal behavior, experimentally manipulated in a laboratory setting by Burroughs and Jaffee (1969), resulted in a distinct relationship between speech duration and selection as leader.

Similarly, the Jaffee and Lucas' (1969) stooge was selected as leader when (she) talked more but contributed few or absolutely no correct solutions to a problem.

Verbal behavior significantly affected subjects' estimation of a task's outcome despite the irrelevance of talking pertinent to that task. Reilly and Jaffee speculated concerning their use of minimal incentives in their 1970 study. This same issue was raised by

Rich and Schroeder in their 1976 research review. They felt the demand characteristics of pre and posttest experimental situations may differ when typical recruitment practices are used.

These three laboratory studies mentioned above have established the effectiveness of verbal behavior for leadership selection within a laboratory setting and with a female, college-age subject population.

The 1969 Grant and Bray field study, using coded interview reports, established the validity of the interview for contributing toward the prediction of actual success in management. Using data from Assessment Center interviews, they found oral communication skills to be potent variables when used in an unstructured interview situation with males who were being assessed for supervisory positions within the Bell System.

Thus, the standardized interview format seemed to be a promising way to study the actual selection process in industry. Cohen and Bunker (1975) also used the standardized interview transcripts of both male and female applicants, as a basis for providing

objective information in order to study the process of decision-making in the placement interview. They obtained significant results concerning recommendations of applicants for sex stereotyped jobs.

Nonverbal cues are subtle and subjective, nevertheless they simultaneously transmit distinct types of messages by the communicator. Body movement conveys meaning and gains attention (Samovar and Mills, 1972). When there are contradictions between what is said (verbal) and what is done (nonverbal) we usually rely on what is done (Mehrabian, 1971).

Nonverbal behaviors are highly potent conveyers of psychological distance. These silent behaviors, which contributed 43% of the total rating variance in an experimental interview situation, are: eye contact, body orientation, posture, interpersonal distance and smiling (Imada and Hakel, 1977).

Few, if any, studies have examined the effects of either verbal or nonverbal behavior in the assessment of persons who belong to minority groups at the entry or re-entry level. In an early study on Assertion Training, Katz and Cohen (1962) got significant results in a laboratory when Negroes

were required to communicate the correct solution to team members, each of whom has the correct solution half the time.

Jaffee, Cohen and Cherry (1972) utilized two leaderless group discussion exercises for selection of supervisors from disadvantaged or minority employees. Negro minority group males used significantly fewer negative statements than white, disadvantaged males, although no differences were found between groups in duration of speech or use of positive statements.

The present field investigation measured the effectiveness of Assertive Communication techniques taught during a two week Employability Skills Training Program for Displaced Homemakers. The women were selected according to CETA criteria. Personnel from the Valencia Community College Center for Continuing Education for Women designed and conducted this pilot program. Funded under Title I of the Comprehensive Employment and Training Act, and administered locally by the Orange County CETA Office, its' goal is to develop latent skills of women who have been denied the opportunity

to work because of sex, age, or lack of recent paid employment experience.

In the present study, all subjects were given the same demand characteristics. They were required to approach an unknown interviewer, who was experimentally blind as to which persons had been trained. The dependent variable of concern was the ability to communicate verbally and nonverbally job-relevant and/or volunteer experience to an interviewer.

METHOD

Subjects

A total of 29 women were interviewed. Thirty-three subjects signed up for the interview; one cancelled her appointment, and three failed either to cancel or show up. Each received a letter (Appendix A) from her teacher or advisor inviting her to participate in the FTU Job Research Study, and also stating that \$3.50 would be paid to compensate her for her time and travel. Two posters were placed in prominent places in front of the building to direct them to the correct location.

Group #1, the Experimental Group, consisted of 17 women who had completed Interview Skills, Nonverbal and Oral Communication, as well as Personal Appearance and Grooming classes at the Displaced Homemakers Center. These women were eligible for training because they had been dependent on the income of another family member but were no longer receiving such support due to divorce, separation, death of a spouse or recent disability of the

breadwinner. They had not worked outside the home for pay within the past three years. Their selection for training was further based upon criteria (Appendix B) so that only those with the greatest opportunity for job readiness were selected.

The Control Group #2 consisted of 12 female subjects similar in all respects to the Displaced Homemakers with two exceptions: 1) having worked for pay outside the home within the past three years, and thereby 2) making them ineligible for training under this program. These women, too, had experienced separation trauma and were also looking for jobs. They either lived at the Young Women's Community Club while seeking employment or were attending classes at the Orange County Vocational School prior to seeking employment.

Research Design

Subjects in both the Experimental Group and Posttest Only Control Group were interviewed as they arrived at their appointed time. The two-week, CETA-funded program comprised the treatment given the Experimental Group. Prior instructions,

contained in the letter inviting participation (Appendix A) also provided the same demand characteristics, or motivation to perform, for each subject. They were told to dress and act as if they were applying for a receptionist's job. Subjects were unaware of the particular behaviors being evaluated, and researcher was experimentally blind as to which women had received Employability Skills Training.

Instruments

A structured, standardized interview was the instrument designed to measure performance. Seventeen basic questions (Appendix C) were asked by the Interviewer. A look at interview formats used by industry indicated that certain areas should be considered. The nine areas of concern were:

1. Appearance
2. Experience
3. Work Attitude/Industry
4. Stability (Job Interest and Presence)
5. Alertness/Energy
6. Cooperativeness

7. Demonstrates Job Goal
8. Motivation
9. Oral Communication

Consultation with counselors and the Coordinator of Volunteer Services at CCEW helped to behaviorally define these areas. The 17 basic questions and standard probes were then designed to tap the same information in these nine areas from each person that an employer might wish to obtain.

The questions were not intended to be comprehensive, since the process and not the content of the interview was being measured. Their purpose was primarily to add structure to the interview situation to provide a comparable and quantifiable basis for each subject's responses within the scope of the areas of interest. The questionnaire ensured that each person would be asked the same questions, in the same sequence, and in the same manner.

The use of this structured interview ensured high inter-rater reliability; less talking on the part of the Interviewer (thus permitting the respondent to respond); higher intra-rater reliability (by using tape-recorded interviews,

memory effects of Interviewer were reduced); and, as mentioned before, also provided consistency across subjects for measurement purposes (Mayfield, 1964; Grant and Bray, 1969). The interview-questionnaire was also designed to tap the skills taught during the Training Program.

In order to determine which communication skills were pertinent to be measured, an understanding of the training schedule (Appendix D) was important. The initial two days of training are spent assessing personality, skills and interests. Communication skills are emphasized during the remainder of the first week.

Training procedures include such exercises as: Role Play; Role Reversal; Lecture; Modeling; Instructions; Coaching; Positive Reinforcement; and Feedback concerning performance, as well as personal counseling. One of the highlights of the week concerns a beauty consultant who gives a live demonstration to the lucky winner of a free hair styling and facial.

The second week of classes is directed toward learning to write a cover letter and a resume to an

employer, as well as how to survey the job market. The Program Coordinator conducts most of the classes, particularly in Assertive Communication, however, guest lecturers from the community are also brought in for specific subjects.

Practice in good job interview techniques is held on Thursday of the second week's training. A series of pilot studies by the author have shown that this practice, or "mock" interview helps the Displaced Homemakers to focus newly-learned behavior in preparation for an actual interview.

This is a step in the transfer of training process, which has been incorporated into the program, using volunteers from the community to "interview". This provides some additional shaping of behavior, and feedback is provided through tape replay immediately after the practice interview. Positive reinforcement by the interviewer is also briefly given at the conclusion of the interview. While the interviewer leans forward and uses eye contact, care is given to avoid head nodding or other social reinforcement during the actual interview process.

Response acquisition occurs under these simulated conditions, which provide an additional opportunity for behavior rehearsal to occur, under realistic conditions.

Subsequent to this practice interview, the trainees participate in an actual interview with employers within the greater Orlando area. The Coordinator of Volunteer Services at the Displaced Homemakers Center, contacts Personnel Managers and arranges appointments (Appendix E). No guarantee of a job is made; however, if an actual job were available, the trainee has an indication as to whether or not she would be hired. Feedback is then given the "applicant" in such a manner that positive, corrective action may be taken to ensure employability in the future.

Seldom in the real world is such feedback either given or received in a non selection process. The unselected continue to seek to become employable in a hit or miss fashion, unable to take systematic, corrective action.

Verbal Measurement Instruments. The basic process from which to determine individual ways of responding consists of a Question-Response sequence, and is designated Q-R. The Interviewer asked 17 basic questions (Appendix C) and, if necessary, additional probes designed to elicit responding. The question/probe and the immediate verbal response which answers it, regardless of length, constitute a Q-R sequence.

In order to compare the typical way of responding for each interviewee, the 10 minute practice interview was broken down into three operationally-defined types of responses. These objective measures were later verified through tape replay.

Inter-rater reliability for Verbal Assertiveness was measured via Pearson correlation techniques. Another graduate student in the Master of Science Degree program in Industrial Psychology at Florida Technological University scored six (6) randomly selected tapes of interviewees to verify to what degree agreement could be obtained regarding the scoring procedure. Correlation between raters for

the number of Q-R sequences was $r = .95$.

The three verbal measures and their operational definition were:

1. An Elaboration (E) by the respondent is any relevant information volunteered beyond that contained in the basic Q-R sequence. An E constitutes the primary measure of assertiveness.

Historically, there has been controversy over the definition of the term assertiveness. Whether it is a trait with an hereditary basis as Cattell viewed it; whether it is a set of highly correlated response classes as Wolpe viewed it; or situation-specific as Salter viewed it (Rich and Schroeder, 1976), the current study views it as a skill, which may be modified through learning.

Assertiveness is "behavior which enables a person to act in his own best interest, stand up for himself without undue anxiety, to express his rights without destroying the rights of others" (Alberti and Emmons, 1975, p.2.).

2. The number of Delays (D) in responding was also counted as a measure, albeit a negative one. A D is operationally defined as response to a

question occurring between four and 10 seconds after the question is asked. In order to assure equal response time for all participants (Galassi and Galassi, 1976), the Interviewer paused three seconds after each question or probe. A low score for this response latency is indicative of high ability to communicate assertively.

3. The number of Single Word responses (SW) to questions or probes asked by the Interviewer were coalesced into the third objective verbal assertiveness measure. Here again, the fewer Yes, No, or Single Word answers indicate greater responsivity and degree of assertion on the part of the respondent.

It is claimed in the assertive literature that an unqualified No (i.e., a single word) is the most effective response in refusal situations. Our Questionnaire was designed so that open ended questions might elicit either minimal response or, hopefully after effective training, Elaborations.

Nonverbal Measurement Instruments. A score sheet (Appendix F) was used by both Interviewer and Independent Observer, without discussion, during the Practice Interview. The three nonverbal measures which were rated, and their operational definition were:

1. Eye Contact is a turn-taking mechanism cued in a face-to-face interaction, and is an important nonverbal communication behavior. Wiemann and Knapp (1975) measured this nonverbal cue via video tape. Since this medium was not available for the present research, Interviewer and Observer rated the approximate amount of time in which S maintained eye contact, on a scale of one to three. Failure to do so less than two-thirds of the time resulted in a score value of one being assigned for that person. Eye contact which was maintained between 66% and 84% of the time received a score of two. Those persons who maintained visual contact at least 85% or more of the time were top scorers and received a scale value of three.

2. Posture (P) was rated on a six point scale. Sits Up Straight or Leans Forward were both positive behaviors which were rated one, two or three, depending as above, upon whether body position was maintained 65% or less of the time, between 66% and 84%; or 85% or more of the time. If S Leaned Back, or On Interviewer's Desk, or Slumped in Chair, then these ratings were subtracted from total score for Posture.

3. The following four components of Appearance were rated very simply and are, as defined:

- a. Hair: Clean and Tidy
- b. Clothes: Clean and Tidy
- c. Make Up: Moderate and Appropriate
- d. Hands: Fingernails Clean and Trimmed

Physical attractiveness has been found to influence decisions for managerial position (Dipboye, Arvey and Terpstra, 1977). However, we were rating disadvantaged persons at the entry or re-entry level, with little money to enhance their attractiveness. It was necessary to confine our assessments to more general factors.

Appearance, then, was measured on a four point scale of Unsatisfactory = 1; Satisfactory = 2; More than Satisfactory = 3; and Very Satisfactory = 4.

Procedure

In order to measure the effectiveness of assertive communication behaviors, 29 women participated in a practice interview conducted by the Experimenter, who was also the Interviewer.

An accessible, neutral midtown site was selected to preclude possible experimental bias of familiar surroundings or the imposition of undue stress upon participants. The eligible women received a letter as mentioned before (Appendix A), and sign up sheets were distributed through the three participating community groups.

Interviews were conducted on a Thursday from 8:15AM until 4:15PM. This day was selected to coincide with the "mock" interview regularly held during the second week's training, as already mentioned, just prior to a real life interview. A minimum of five ten-minute interviews were scheduled per hour, allowing sufficient time for

any missed appointments, without imposing undue stress upon either Interviewer or participant, each of whom had other appointments and/or classes to keep.

An Assistant-Observer greeted each woman upon arrival, and escorted her into the room where a tape recorder was placed inconspicuously between interviewer and subject. Subject was seated so that she faced Interviewer at the side of a desk such that some visual distractions were available to deflect her gaze away from Interviewer (which would likely occur in a real situation). Observer sat approximately five feet behind and slightly to the right of Interviewer. This was done in order to score Eye Contact, Posture and Appearance (Appendix F) from the same angle as viewed by Interviewer.

Each subject's interview was tape recorded, after initially obtaining verbal consent and giving assurance that the data to be collected would be used anonymously.

Observer then escorted subjects from the room, and paid them after obtaining additional demographic data such as Age, Race, Number of Children, Number of Jobs Applied For and Number of Jobs for Pay Held.

Since some subjects were asked additional probing questions during the interview, the total Assertive Response score was divided by the Total number of responses for each person, allowing for individual variation. The measure of assertiveness is reflected by this ratio, i.e., percentage rather than absolute types of response, thus permitting comparison between the groups.

RESULTS

It can be seen in Figure 1 that the Experimental Group scored consistently higher on both verbal and nonverbal measures.

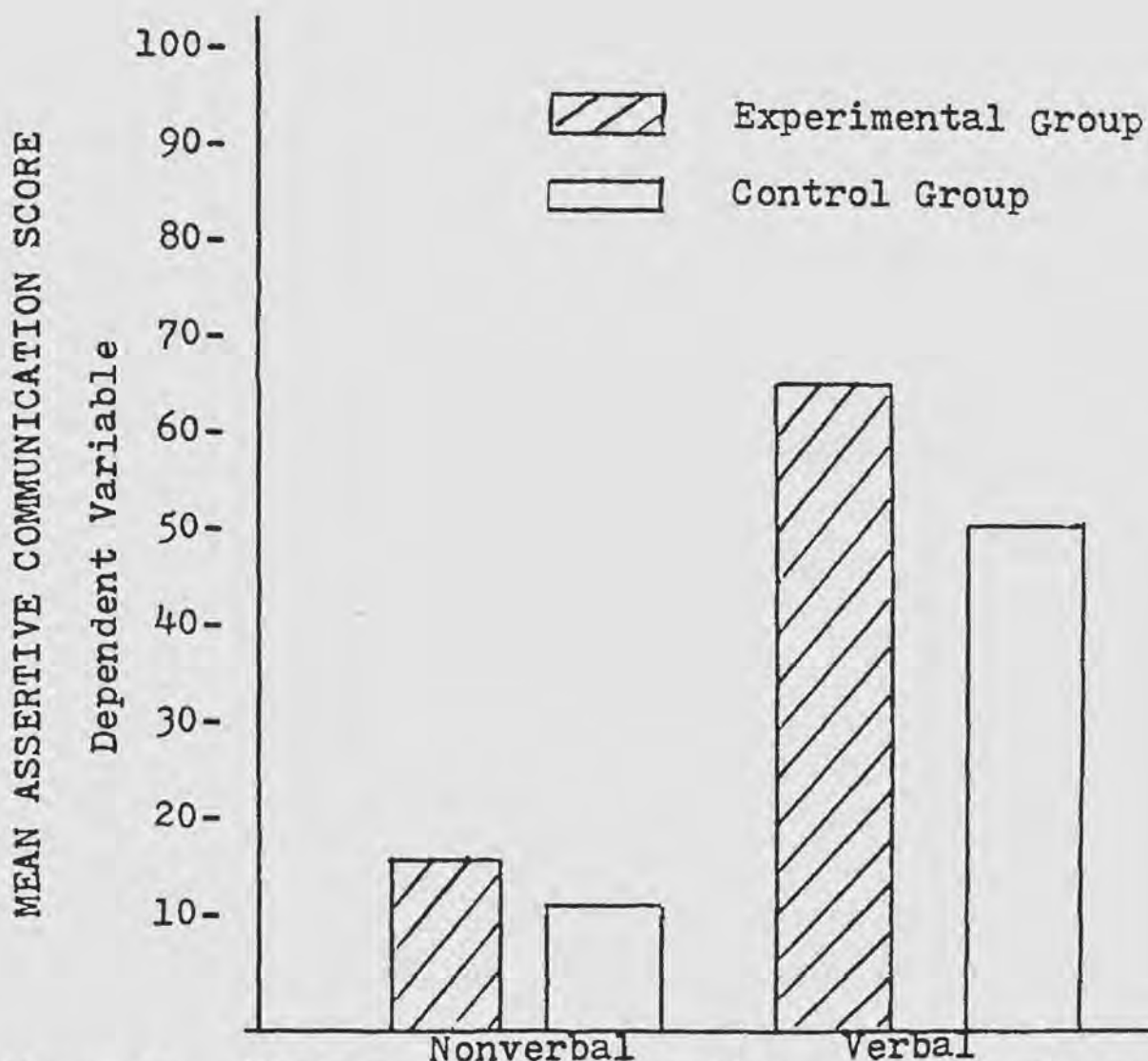


Figure 1: Histograms for assertive communication scores at two levels showing mean differences between two groups.

Analysis of variance was used to assess the total differences between the Experimental and Control Groups. The results of this analysis are presented in Table 1.

Table 1
ANOVA Between Two Groups

<u>Source</u>	<u>DF</u>	<u>MS</u>	<u>F</u>
Verbal & Nonverbal	1	31,978.9806	180.6162*
Groups	1	857.0822	4.8408**
Interaction	1	370.0580	2.0900
Within (Error)	54	177.0459	

**p < .05

*p < .001

As can be seen, the F value for Verbal and Nonverbal scores of the Experimental versus the Control Group was highly significant (F = 180.62). This F value was to be expected because of the manner in which the two levels of Assertive Communication were measured. This result was not of importance because of differences in scale values. What is important is the difference

between groups ($F = 4.84, 1, 54$).

The interaction was neither sufficiently large nor significant to require further post hoc analysis.

When independent t tests were performed, Total Verbal Assertive Communication behavior was significantly greater ($t = 1.8687, p < .05$) for the Experimental Group. Total Assertive Nonverbal Communication behavior score was also significantly greater ($t = 1.7103, p < .05$) for the trained than the untrained.

Tables 2 and 3 show the results of t tests for the six dependent variable measures, three of which were significant at the .05 level. Results on all measures were in the same direction, showing greater training effects for the Experimental Group.

The test for Elaborations (E) was not significant.

An interesting finding is that the Control Group women used significantly more Single Word replies ($t = 5.3578, p < .001$) during the Practice Interview.

Control Group also delayed their responding more, as measured operationally via D's. In fact, they

Table 2

Mean Combined Assertive Communication Scores
by Two Independent Raters for Three Dependent Verbal Variables

<u>Dependent Variable</u>	<u>t test</u>	<u>Experimental Group</u>		<u>Control Group</u>		<u>Inter-Rater Reliability</u>
		<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	
Elaborations	1.40	38.71	17.60	29.58	16.93	.90
Delays	1.95*	.12	.33	.42	.67	.90
Single Words	5.36**	.47	.94	2.08	1.98	.90
TOTAL ASSERTIVE (VERBAL)	1.87*	64.88	14.58	51.95	22.76	.93

** $p < .001$, $df = 27$

* $p < .05$, $df = 27$

Table 3

Mean Combined Assertive Communication Score
by Two Independent Raters for Three Dependent Nonverbal Variables

<u>Dependent Variable</u>	<u>t test</u>	<u>Experimental Group</u>		<u>Control Group</u>		<u>Inter-Rater Reliability</u>
		<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	
Eye Contact	1.31	1.91	.59	1.63	.57	.68
Posture	1.98*	.41	2.43	-1.38	2.33	.91
Appearance	.82	11.38	2.01	10.71	2.43	.55
TOTAL ASSERTIVE (NONVERBAL)	1.71*	13.68	4.08	11.00	4.25	.88

* $p < .05$, $df = 27$

had nearly four and one-half times more D's, a finding which was significant at the .05 level ($t = 1.9456$).

Of the three nonverbal measures, Eye Contact and Appearance failed to reach significance. Posture ($t = 1.9829$, $p < .05$) significantly distinguished between the two groups, with the trained group excelling (Table 3).

Demographic data for both groups clearly showed (Table 4) the groups to be similar in race, age and last grade of school completed. Some differences are apparent in number of children, number of jobs applied for and number of jobs held.

Table 4

Distribution: Demographic Data of Women Participants

<u>Demographic Variables</u>	<u>Experimental Group</u>			<u>Control Group</u>		
	<u>Mean</u>	<u>Min</u>	<u>Max</u>	<u>Mean</u>	<u>Min</u>	<u>Max</u>
Age	34.9	23	49	31.0	19	60
# of Children	2.6	0	5	1.8	0	5
Education (Last Grade Completed)	11.6	8	14	11.5	8	13
# Jobs Applied For	10.1	0	100	5.9	0	12
# Jobs Ever Held (Pay)	2.1	0	5	3.4	0	10
Race	35% B			33% B		
	59% W			59% W		
	6% Cau			8% Cau		

DISCUSSION

The major implication of this study has been that this unique application of simulation is effective for use at the entry or re-entry level. The instrument, a Practice Interview, was designed primarily as a measurement tool in order to evaluate the effectiveness of the Displaced Homemaker Training Program.

The further value of the Practice Interview as a training device was demonstrated in a series of pilot studies which indicated its efficacy for preparing women for entry or re-entry into the job market. Analysis support that the women learned to communicate their skills to potential employers in an assertive way.

Indeed, many of the women, prior to training, were inclined to devalue their life experiences. No one had paid them for raising a family or for teaching Sunday School, or being a Den Mother, or performing the myriad of volunteer community jobs which a Homemaker usually assumes. This program

paid them while learning the requisite behavior for the working world. It reinforced (to use psychological terminology) desired behavior thereby increasing the probability of its further occurrence.

The CETA criterion for success is the number of women placed in a permanent job; another CETA-funded job; and/or full time school attendance. The goal of training is such that within a six month period, dependency is no longer a characteristic behavior.

It is yet too early to determine the success of this internal criterion of performance as it relates externally to maintaining a job. It is recommended that regression analysis be utilized to determine which communication variables correlate most highly with becoming employed.

The expansion of simulation into the entry/re-entry level has been slow, no doubt because of the cost factor. Yet, other communities could realize the same benefits by looking to their nearby universities and other agencies within their community. It is typical that most programs which

are innovative are rarely evaluated empirically. Even within industry, it is typical to measure the effectiveness of a training program by how well the trainees liked it or how much they felt they had learned, using self report measures. Behavior is indeed the heart of simulation. Few trainers or Program Directors subject their own programs to empirical evaluation in order to make systematic and effective changes.

Looking at Table 2, we note Elaborations were greater for the trained. There may be an optimum level of interchange during an interview. Earlier results of pilot studies indicated that pre-tested subjects elaborated significantly less often prior to training. The low level of information communicated to a potential employer is such that respondents offered less than one unit of information about themselves for each question asked.

Post training responding from three pilot groups stabilized and indicated that for every question the Interviewer asked, the "applicant" not only answered the question more fully, but

contributed two additional bits, or units, of information.

Employers may vary in their requirements. There are less costly ways to gather standardized information, and the author is not recommending that a longer interview be conducted. It is suggested that, when job analyses and job descriptions are available for every job, each employer will be able to ask job-relevant questions concerning the required behaviors or skills pertinent to that job. How much information should one convey without being considered aggressive? Further study should enlighten that area.

Taking time to consider one's response is different than saying nothing because of not knowing what to say. Response latency, measured operationally by D's, were used significantly more often by women who had not learned to communicate assertively.

Posttest reduction of Delays for the matched sample in the same pilot study mentioned previously were significant ($t = 3.15, p < .01$), supporting earlier conclusions that subjects were more confident

and assertive subsequent to training. They were definitely more responsive in the Practice Interview.

The most frequent way of answering No to a question by the respondents was to connect the Single Word with a qualifying statement. Those statements not followed by any information, or those which required an additional probe from Interviewer, were counted as SW's.

This finding replicates and supports results of a pre-posttest study conducted earlier on a matched sample. The same Displaced Homemaker, who prior to training was apt to answer either monosyllabically or not at all, without probing, was more apt to enter a dialogue subsequent to training. This two-way communication allows both employer and employee to assess the potential job relationship and should lead to more realistic expectations for performance by each.

A look at Table 3 shows Eye Contact was greater for those who knew, because of their training, its' importance to the communication process. Since no eye contact exercises per se, to our knowledge, were

given during training, it may be that simulation here would produce even greater results.

The trained Experimental Group utilized the body language skills they had been taught, as can be seen in the dependent variable measure, Posture (Table 3). By Leaning Forward, they conveyed an immediacy, a closer psychological distance than merely Sitting Up Straight. An interesting research project might concern which is the more effective behavior. The present study involved women interacting with women.

Research supports the notion that there are cultural, race and sex differences between acceptable personal space boundaries. Whether a close encounter with a great deal of eye contact is desirable should be investigated. It may be in the nature of a U shape, where too much or too little contact is ineffective, while a moderate amount is effective.

Appearance alone seems not to have distinguished the groups. It may be that the live, class-modelling demonstration by a beauty consultant was quite effective. Or, it may be that rating on more

specific components of Make Up, such as the use of eye shadow, mascara, etc., would have been more appropriate.

Certainly, spots on clothes or runs in stockings were quite discernable and ratable. Hair which had been recently washed and combed was very evident. Hands with chipped fingernail polish or dirt beneath nails evinced rater agreement. Make Up alone contributed to the low overall Appearance reliability. A correlation of $r = .00$ suggests the possibility that this area may be more subject to rater bias than the others. Perhaps further training and more specific definition regarding what constitutes Moderate and Appropriate Make Up might yield greater agreement.

Our subjects were not scrutinized as carefully as potential managers would be. Yet, when these four component ratings for Appearance were combined and averaged across subjects (remembering that both raters were blind as to which subjects had been trained), we find that on the surface at least, the subjects were similar. For means and S.D.'s for both groups, the reader is referred to Table 5.

Table 5
 Mean Combined Assertive Communication Score
 by Two Independent Raters for Four Components of Appearance

<u>Dependent Variable</u>	<u>t test</u>	<u>Experimental Group</u>		<u>Control Group</u>		<u>Inter-Rater Reliability</u>
		<u>Mean</u>	<u>S.D.</u>	<u>Mean</u>	<u>S.D.</u>	
Hair	.48	2.47	.78	2.33	.75	.43
Clothes	.39	2.91	.59	2.67	3.21	.65
Make Up	.20	2.91	.54	2.88	.43	.00
Hands	1.11	3.09	.54	2.83	.69	.60

Demographic data indicate that we were looking at similar numbers of blacks and whites, in each group. Table 4 clearly shows the racial composition and education level, as measured by last grade of school completed, to have been similar by groups.

Age levels were fairly matched, with a greater range for the untrained.

The Displaced Homemakers, on the average, had 78% more children than the woman who had worked during the past three years.

While applications for jobs were 58% greater for the Displaced Homemakers, the total number of jobs held for pay was nearly 62% fewer.

Our results indicate that assertive communication increased the likelihood of communicating effectively in a structured interview situation. It is noteworthy that the differences between groups were in such a direction that the Control Group might have been expected to score higher due to greater activity in the job market. Implications are that training not only brought their skill level up to a marketable par, but also exceeded that level.

APPENDIX A

FLORIDA TECHNOLOGICAL UNIVERSITY
BOX 25000 ORLANDO, FLORIDA 32816



DEPARTMENT OF PSYCHOLOGY

March 6, 1977

It is my understanding that you would like to become employed. Research is needed in order to see what helps a person obtain a job.

Would you please take about 1/2 to 1 hour of your time to participate in a study to be held on Thursday, March 16, 1978 at the Parent Resource Center, 42 East Jackson St., Orlando, Florida.

Please dress and act as you would if you were applying for a receptionist's job. Remember, this is not for a real job but will provide you with additional interview practice. However, you should act as though it were for real to the best of your ability.

\$3.50 is being paid to each participant to compensate you for your time. Since this is voluntary and others are involved, we will appreciate your promptness in arriving at the scheduled time.

Please sign up at the main desk where you are living, or with the person who gives you this letter, by Tuesday, March 14, 1977, and also bring this letter with you.

Very truly yours,

Carolyné G. Mierswa

Carolyné G. Mierswa (Mrs.)
Graduate Student

APPENDIX B

DISPLACED HOMEMAKER PROGRAM
SCREENING COMMITTEE GUIDELINES

In order for the Displaced Homemaker Program to meet its goal of placing applicants in unsubsidized jobs at the completion of their training, care must be exercised in selecting those applicants who can be made job ready in six months. Persons needing more extensive preparation will be referred to other more appropriate programs. The criteria listed below is to set a goal that only those with the greatest opportunity for success, together with a real need for help, are selected.

Guidelines for selection of participants for the Displaced Homemaker Program are as follows:

1. Must have worked in the home, as a family member providing unpaid household services for the family and are currently head of a household.
2. Have been dependent on the income of another family member, but are no longer supported by such income because of divorce, separation, death of a spouse, or recent disability of the breadwinner.
3. Is not gainfully employed, and has not worked outside the home in a paid position during the past three years. Part time employment of no more than 10 hrs. a week or \$30.00 a week in wages is not considered employment.
4. Has had or would have difficulty in securing employment.
5. Is a resident of Orange County.
6. Employability: The objective of this program is to secure permanent employment for each

participant. Therefore, applicants who have latent skills or who have the ability to be trained in a job skill during a six month period will be given first consideration.

7. Educational Level: The two week Valencia College Employability Skills Course which is taken by each participant is geared for those persons who have exhibited basic reading and writing skills. Portions of the Adult Basic Learning Examination (ABLE) will be given to all applicants at the time of their initial interview. The ABLE is used by the local educational system.
8. Financial Need: Financial need will be given careful consideration. In cases where all other factors are equal, applicants with the greatest financial need will be chosen for the program.
9. Willingness to work: A sincere interest in full-time employment must be demonstrated.
10. Appearance: If a person has a personal appearance problem that is within their power to correct, they will not be given preference until they either correct the problem or show appreciable progress in correcting the problem.
11. Other Training: Applicants who have completed a training course, Work Experience or Public Service Employment during the past 3 years through another CETA Program, or another federally financed program, shall not be given preference for this program.
12. Readiness for Current Employment: An applicant with an advanced educational degree (college degree or above), obtained within the last five (5) years, and/or have updated skills that would enable them to secure unsubsidized employment will not be considered for this program.

APPENDIX C

PRACTICE INTERVIEW

There are nine areas to be noted in caps with specific questions and probes for additional information. The rate of response is to be measured, not the content of response.

INTRODUCTION (Interviewer): Hello, I'm _____.
(name)

Come on in and sit down. (...Pause for respondent to give name).

Do you mind if we tape record this practice interview for research purposes? (...Pause for answer)

All information used will be confidential, and the data will be summarized anonymously and used only for purposes of this study.

AREA 1: APPEARANCE

Note Hair, Clothes, Make Up and Hands.

AREA 2: STATEMENT OF PURPOSE OF INTERVIEW

Q1. What brings you here today?

AREA 3: EXPERIENCE

Q2. Will you tell me a little about what you've done in different areas of your life?

Q3. Such as your work experience?

Probe: For example, prior to your marriage,
what did you do?

Q4. How about your community work?

Probe: For example, have you ever worked with
Girl Scouts, or as a volunteer in your
community?

Q5. Could you tell me about your church work?

Probe: For example, have you ever taught
Sunday School?

Q6. What about your hobbies?

Probe: Could you tell me about your major
interests?

AREA 4: WORK ATTITUDE/INDUSTRY

Q7. What were your reasons for leaving your last
job or community work?

Q8. About how long ago did you work there?

Q9. And how long did you work there?

Q10. Why did you choose our company to work for?

AREA 5: STABILITY (OF JOB)

Q11. Is this a new kind of job for you?

Q12. Why did you choose this particular job?

AREA 5: STABILITY (OF PRESENCE)

Note Eye Contact and Posture

AREA 6: ALERTNESS/INITIATES?

Q13. Are there any projects you might have started on your own?

Probe: Such as sewing, painting, or wall papering?

AREA 7: COOPERATIVENESS

This position pays \$2.65 per hour to begin with, for a 40-hour week.

Q14. Would you be willing to work overtime, and Saturdays or Sundays, if necessary?

AREA 8: DEMONSTRATES JOB GOAL

If an irate client complained about your service, for example, as receptionist, if a client demanded to see the Vice President who was not

Q15. immediately available, what would you do?

AREA 9: MOTIVATION

Q16. Are there any questions you'd like to ask?

Q17. Can you tell me why you should be selected for this job?

APPENDIX D

The Displaced Homemakers Program of the Center for Continuing Education for Women at Valencia Community College is offering a program to develop self-awareness, build confidence, and increase prospects of job success through proper placement in existing jobs or training programs.

You have been screened for eligibility and selected to participate in this program. The counselors and teachers in this program are very interested in helping you.

Acceptance into this program means that you must:

- 1 - Attend classes from 8:30 a.m. to 4:40 p.m. daily.
- 2 - Participate in all the activities of the program including several homework assignments.

Failure to meet these requirements will cause you to be dropped.

First Week

The first two days of the program will be concerned with assessing your personality, your skills and your interests. You will learn how they relate to your needs and values in the world of work.

The remainder of this week will emphasize communication skill development. You will learn and practice ways of confident interaction with others.

Second Week

You will learn about the job market and the best ways to find a job. You will learn how to write a cover letter, a resume, and will practice good job interview techniques. You will be expected to go out on a job interview and your performance will be evaluated.

Special Groups

Sessions in grooming, self-management (personal and financial), parenting, and coping with divorce or widowhood will be offered to meet your individual needs.

APPENDIX E

P O Box 3028, 1 West Church Street, Orlando, Florida 32802
Telephone (305) 843-4260 or 423-4813

CENTER FOR CONTINUING EDUCATION FOR WOMEN
AT VALENCIA COMMUNITY COLLEGE

Dear Interviewer:

This "job interview" is the culmination of two weeks of training for our students. We hope this experience will give them additional confidence in their pursuit of employment.

Your evaluation of how this applicant handles herself during the interview will be helpful. We are enclosing an evaluation form to be returned to us, and we hope that you will discuss the strong and weak points of the session with our student. This feedback is expected and welcomed by her.

We greatly appreciate your assistance with the Displaced Homemaker Program.

Sincerely,

Ginny Stuart

Ginny Stuart
Coordinator
Volunteer Services
DISPLACED HOMEMAKER
PROGRAM
Valencia Community College

INTERVIEW EVALUATION

NAME _____

DATE _____

COMPANY _____

TYPE OF JOB _____

RANK THE FOLLOWING:

	<u>Superior</u>	<u>Good</u>	<u>Average</u>	<u>Below Average</u>
Appearance _____				
Experience _____				
Stability _____				
Physical Condition _____				
Alertness/Energy Level _____				
Work Attitude/Industry _____				
Cooperativeness _____				
Motivation _____				
Demonstrates Job Goal _____				

If this applicant were being interviewed for an actual job,
would she be hired?

YES

NO

COMMENTS (both negative and positive)

Many thanks,

Ginny Stuart

Ginny Stuart
Coordinator of Volunteers
DISPLACED HOMEMAKER PROGRAM

APPENDIX F

<u>(Subject Name)</u>	<u>1</u> <u>65%</u> <u>or Less</u>	<u>2</u> <u>Between</u> <u>66%-85%</u>	<u>3</u> <u>85%</u> <u>or more</u>
NONVERBAL COMMUNICATION			
Eye (Rate 1, 2, or 3)			
Maintains Eye Contact except when referring to data, e.g., resume	—	—	—
Posture (Rate 1, 2, or 3)			
Sits Up Straight	—	—	—
Leans Forward	—	—	—
*Leans Back or on Interviewer's Desk or Slumps In Chair	—	—	—
Appearance (Rate 1, 2, 3, or 4)	1 Unsatis.	2 Satis.	3 More than Satis.
Hair: (Clean & Tidy)	—	—	4 Very Satis.
Clothes: (Clean & Tidy)	—	—	—
Make Up: (Moderate & Appropriate)	—	—	—
Hands: (Fingernails clean & trimmed)	—	—	—

* This item was scored minus 1, 2, or 3, depending upon the frequency of occurrence.

VERBAL COMMUNICATION

Score from Tape Sequence (10 Minutes)

- # Questions/Probes - Response (Q-R) _____
- # Elaborations beyond Q-R (E) _____
- # Delays (between 4-10 seconds) (D) _____
(after question or probe is asked)
- # Single Word Response(S) _____

APPENDIX G

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