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## **Hong Kong Adolescents' Perceptions of Selected Aspects of the Job Interview Process**

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### **Adolescents' Perceptions of Selected Aspects of the Job Interview Process**

Globalization and the rapid advancement of technology has contributed to work and workplaces that are increasingly diversified and complex (Rojewski & Hill, 2014). As a result, the process of seeking and securing employment is becoming more difficult. Similarly, career preparation has become more complex, demanding that workers acquire knowledge and an awareness of self and the world of work, as well as an ability to manage personal career preparation and employment in a fluid and changing work environment. Self-awareness, in a career context, refers to an understanding of one's personality, interests, and skills. Knowledge of the world of work includes information about specific occupational demands and, perhaps more importantly, knowledge of how to accept responsibility for managing one's career path (rather than relying on organizations to provide professional development and advancement). Increasingly, individuals must be able to identify appropriate jobs based on connections between self-knowledge and information about occupational demands, and navigate the process of seeking appropriate work, i.e., job-seeking skills.

Job-seeking skills encompass a number of specific activities that support locating, applying for, and securing employment. A critical skill in any job search is the ability to present oneself on paper using resumes, online using LinkedIn or similar social media, and in person through interviews. The interview, in particular, has been used

for decades as the primary vehicle for identification and hiring of new employees (Judge, Higgins, & Cable, 2000). Despite criticisms of low reliability, influence of personal attractiveness in decision-making, and a tendency for interviewers to select candidates most like themselves, use of employment interviews persists (Bonaccio, Garvin, & Reeve, 2014; Kennedy, 1994; Macan, 2009).

Unlike other selection procedures, employment interviews possess a social component. To be sure, exchange of information is central to the intended purpose of a job interview. Yet, it must be acknowledged that most questions asked in the interview, if the collection of factual information were the primary purpose, could be more efficiently collected from a written application or questionnaire (Judge et al., 2000). While social skills have always been rewarded in the labor market, they are now essential. Job interviews represent an important way that potential employers evaluate these skills (Deming, 2015; Huffman & Torres, 2001). The social components of interviews include but are not limited to manners/etiquette, style of speech, confidence, body language, enthusiasm, attitude, and common interests between interviewers and interviewees.

The subtle social and cultural information often communicated during face-to-face job interviews may be unfamiliar to economically and socially disadvantaged youth. Rivera's (2009) work on the worker selection processes used by elite firms showed that elements such as social and cultural *fit* and interpersonal skills are often valued over hard skills. Thus, the interview process is often inherently biased toward candidates from backgrounds, cultures, and experiences similar to interviewers. As one interviewer in Rivera's (2009) study poignantly described, "You are basically hiring yourself. This is not an

objective process” (p. 33-34). Hence, providing marginalized youth with exposure to the social and cultural elements embedded in the interview process, and the desired qualities favored by major firms, may improve their chances of successfully navigating job interviews (Jain & Anjuman, 2013; Ridley & Wray, 2014).

Exposure to systematic information about the interview process through workshops, classes, or other experiences may be of particular benefit to disadvantaged youth. Blustein, Coutinho, Murphy, Backus, and Catraio’s (2011) explained that social class (not just socio-economic status) can exert strong negative influences on the ability to pursue and obtain a desired career. In fact, considerable concern exists in education and career development fields regarding effective methods for addressing social and cultural skills gaps of disadvantaged youth (Chadderton & Colley, 2012; Miller, Catt & Slocombe, 2014; Pace, 2012). Yet, despite growing emphasis on developing these skills in young people (Gewertz, 2007), effectiveness of such efforts is unclear.

While a great deal of general information is available about preparing for and conducting job interviews, relatively little attention has been devoted to the perceptions of young people about preparing for job interviews or the value of structured experiences in shaping pre-interview perceptions and preparation. Adolescents’ beliefs about the desired traits that employers seek from job candidates and the types of questions employers may ask during an interview are examples of areas that pre-interview preparation can target. Understanding the influence that exposure to this type of information beforehand may have on the formulation of more informed decisions about the interviewing process, broader job-seeking skills, and career planning and decision-making would also be

helpful in preparing disadvantaged youth for seeking and securing employment.

### **Purpose**

This exploratory, descriptive case study focused on the job-seeking skills of disadvantaged adolescents in Hong Kong and held a two-fold purpose: to describe the knowledge perceptions of disadvantaged Hong Kong adolescents about the job interview process, and to explore the malleability of these perceptions following a workshop on interviewing skills. The context for this study was a job-interview workshop provided by a Hong Kong-based charity, Project Share, which serves disadvantaged youth from the New Territories areas of Hong Kong. The exploratory, descriptive case study approach allowed the researchers the opportunity to examine a concise set of participants, bound by specific limitations of space and time, in order to gain clearer directions for further research as well as contribute to the discourse on youth job-skills training and the potential benefits of targeted interventions.

Two research questions guided data collection and analysis. First, we sought to determine Hong Kong adolescents’ perceptions about the most important questions to anticipate and discuss during an entry-level job interview. We also wanted to determine if gender differences existed. These data were collected before the workshop and represented adolescents’ *a priori* or naïve knowledge about the job-seeking process. A second round of data collection was completed with participants at the end of the workshop, representing informed perceptions. We qualitatively compared the results of first and second round data to identify possible trends or changes in responses.

A second research question involved

determining the most important work competencies or traits that adolescents felt they possessed and perceived as being most important to discuss during job interviews. Similar to our earlier analysis, we examined emergent themes and patterns of *a priori* perceptions for possible gender differences. A second round of data was collected at the end of the workshop to obtain participants' informed perceptions about important work traits. First and second round data were compared to identify possible trends or changes in adolescents' responses.

## Method

### Participants

The sample for this study was composed of 30 adolescents (15 young women and 15 young men) between the ages of 15 and 18 attending public high schools in the New Territories of Hong Kong. These youths were participants in a program offered by a Hong Kong-based organization, *Project Share*, which offers workshops and internships for disadvantaged youth in Hong Kong. The term disadvantaged represents a broad set of criteria established by Project Share staff to determine the economic and social needs of youth in peripheral communities of Hong Kong, but include attendance in low-ranked Band 2 and Band 3 schools, and referral to the organization from teachers and administrators from those schools. Hong Kong public schools are ranked competitively by the performance of the students and Band 2 and Band 3 schools are the lowest of the three-band ranking system.

Participants were from economically disadvantaged backgrounds, living in public housing and participants in other Project Share programs, including summer internships with mentors in professional settings. Of the 30 participants, 26 were born in Hong Kong and the remaining four

were born in mainland China. Twenty adolescents had not attended previous Project Share workshops, seven had attended one workshop, and three had attended two or more workshops. Therefore, the group had a variety of exposure to other Project Share programs, although most had limited exposure (Jepson, personal communication). The small number of participants presented limitations on generalizability; however, the usefulness of the information gained from this unique cohort offered focused insights on the needs of the specific demographic of economically and geographically disadvantaged youth.

### Design (Workshop)

The interview workshop provided the context for data collection. The 6-hour (1-day) workshop was designed and conducted by a Hong Kong-based registered charity, known as Project Share, to provide training to disadvantaged adolescents about the job interview process. Participants were referred to the workshop by teachers and community-partnered organizations. The workshop was provided free of charge, and participants were provided both food and a small travel stipend to cover public transportation fees to and from the workshop.

Workshop content was developed over the course of several pilot administrations to identify essential elements required for interview preparation. Jepson (2017, personal communication), director of the project noted, "we found youth were very poor at communicating their [career] plan, reasoning their decision, and persuading people to support their decisions. A critical moment in their attempts to access life opportunities ... is in an interview." Project staff observed several issues or concerns commonly experienced by youth, including (a) limited understanding about the importance of the job interview for gaining

employment, (b) multiple social and cultural pressures associated with securing and performing job interviews required practice and experience to overcome, (c) observed difficulties in communicating personal qualities to a potential employer (limited persuasion/personal advocacy), and (d) a lack of understanding about the general contexts of work. These issues were used to develop specific workshop goals, which included (a) to understand how a job interview offers the opportunity to argue for or promote oneself as a favorable candidate, (b) to assess personal and professional qualities of interest to interviewers and articulate those to interviewers, (c) to highlight ways to identify and match personal skills, knowledge, and qualities with those required for a particular career or educational path, (d) to identify and present life experiences that showcased skills, knowledge, and desirable work-relevant qualities, and (e) to manage anxiety and confidence during the job search process (Jepson, personal communication).

As participants arrived at the workshop, a pre-survey was administered. Next, adolescents participated in a discussion with staff and volunteers regarding the purpose of a job interview, how to use setbacks and failures as learning experiences, and the importance of highlighting strengths applicable to a particular job. Then, participants completed a graphic organizer activity requiring them to write about their strengths and weaknesses. After discussion, participants wrote a short personal introduction and verbally presented it to the group for critique. After each introduction, organization staff, volunteers, and other participants gave feedback on various aspects of the presentation including content, eye contact, and body language. Following presentations, adolescents participated in an interview role-play simulation. At the end of the day,

adolescents completed a post-workshop survey.

### Data Collection

Pre- and post-workshop surveys were administered to the 30 adolescents who participated in the workshop. Paper-pencil responses were later transferred to an electronic format for analysis. The pre-workshop survey asked the following questions: *What do you think are the top 3 most important questions you will be asked during an entry-level job interview to determine if you get the job?*, *What are your top 3 competency/traits that you think are most valuable to an employer that you should emphasize during a job interview?* and *Which industries or lines of work would you like to pursue in the future?* The post-workshop asked the same questions about important questions and competency/traits, as well several statements requiring a 5-point Likert scale response: *After this interview workshop, I understand more clearly what I should discuss and talk about during an interview than before the workshop*, and *After this interview workshop, I know more clearly which of my strengths and experiences are appealing to an interviewer.*

### Analysis

Responses were qualitatively coded using an emergent design, i.e., no *a priori* coding scheme was established (Glaser & Strauss, 1967; Patton, 2002). The benefit of this approach is that the themes from the data derive from the participant's own words, rather than the researchers' preconceived notions about the participants' perceptions. Emergent design allows for an authentic set of data, based on themes that emerge throughout the research process including during data collection and data analysis phases, and permits the researcher to "...follow leads that emerge..." from the

participants specific terminology (Charmaz, 2006, p. 25). Further, grounded theory posits that data collection and analysis are interrelated and ongoing throughout the research process (Strauss & Corbin, 1990, 1998).

Survey data were examined by both researchers and general categorical codes were established through an open-coding process, which incorporated several phases of analysis: in vivo coding (Khandkar, n.d.), also known as initial coding (Charmaz, 2006), focused coding (Glaser and Straus, 1967) and the development of themes (Patton, 2002). In vivo coding is the phase in which researchers allowed the participants own words to dictate the various concepts that emerged from the raw data. Researchers then categorized and organized these codes into more cohesive sets of concepts, which were further organized by the groups of questions in the survey that the participants were responding to, as well as the important constructs within the participant data. Finally, these sets of data were further refined into the thematic results presented below.

## Results

### Interview Questions Perceived as Important in the Interview Process

Initially, adolescents were asked to each provide three questions or topics they felt were most important to discuss with potential employers during an entry-level job interview. Seventy-eight (78) of 90 (86.7%) possible responses were collected during this initial round of data collection. Each participant was asked to provide their responses without regard to rank or level of importance. Responses were qualitatively coded using an emergent design, i.e., no a priori coding scheme was established. Results of the coding process identified five prominent themes deemed important by

participants, including (a) reasons for wanting the job, (b) personal strengths, (c) knowledge of the job, (d) reasons an employer should hire the applicant, and (e) introduction of self to employer (see Table 1; see Figure 1).

Table 1.  
Frequencies for Initial and Informed Responses to Query about Important Interview Questions

Identified interview questions	Totals		Initial responses (Before workshop)				Informed responses (After workshop)			
			n	%	Men	Women	n	%	Men	Women
1. Why do you want this job?	46	(25.6)	25	(27.8)	12	13	21	(23.3)	10	11
2. What are your strengths?	28	(15.6)	13	(14.4)	9	4	15	(16.7)	8	7
3. What do you know about this job?	11	(6.1)	10	(11.1)	6	4	1	(1.1)	1	0
4. Why should [employer] hire you?	44	(24.4)	19	(21.1)	8	11	25	(27.8)	14	11
5. Briefly introduce yourself.	20	(11.1)	10	(11.1)	6	4	10	(11.1)	5	5

Note: n=30; 3 responses per participant per round; 90 possible responses for each data collection point, Missing data (Initial, n=13; Informed, n=18).

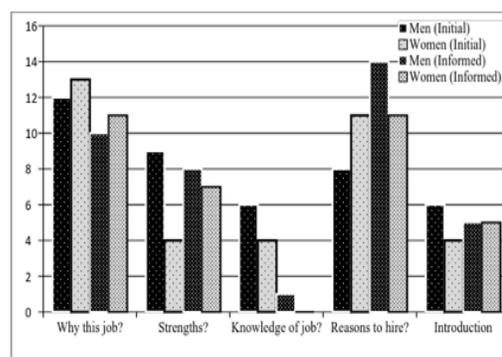


Figure 1. Frequencies of initial and informed responses to query about important interview questions perceived by workshop participants.

The theme with the highest number of responses, composed of over one-fourth of all first-round responses, were grouped into a theme posing the question, "Why do you want this job?" Participants indicated that a need to be aware of career interests and have an ability to discuss/explain their career decision-making process were important. No gender differences were identified. The number of adolescent men and women who identified this interview question as an important one was almost identical. The second largest group of responses contained

more than 20 percent of the available replies, and reflected a theme posing the question, “Why should an employer hire you?” This question asked for a type of response similar to the first theme, although this question emphasizes an individual’s ability to integrate and the present information about self and the job in a convincing way. Adolescent women were slightly more likely to identify this question as an important element in the job interview process than their male peers.

The remaining three themes we identified accounted for slightly more than one-third of all Round 1 responses. These questions reflected adolescents’ awareness of the importance of discussing personal strengths important for the job, having some knowledge of the job, and being able to make a favorable impression by introducing themselves in a positive way to a potential employer. Adolescent men were twice as likely as women to include a question about discussing personal strengths during a job interview. In addition, adolescent men were slightly more likely to include the remaining two questions about job knowledge and personal introduction.

Participants generated fewer questions, 72 of 90 (80.0%) possible responses, during the second data collection, which occurred at the completion of the workshop. Qualitative coding resulted in identifying the same five themes of questions which were identified from the first round. While themes of questions were similar, it appears that participation in the workshop had some influence on perceptions. For example, the highest group of responses from informed participants reflected the theme, “Why should an employer hire you?” In comparison, this theme had the second highest number of responses in the pre-workshop survey. Initially, women were more likely than men to see this element of the job interview process as important.

However, after the workshop men contributed more questions in this category, almost doubling the number of responses reflecting this issue.

The theme, “Why do you want this job?” held the highest number of responses before the workshop, but represented the second highest of questions after the workshop. Even so, this category still represented almost one-quarter of all responses. Participants felt that knowledge of career interests and their career-decision-making process remained an important component in job interviews. No gender differences were detected in responses.

The frequency of responses that reflected personal strengths and the importance of self-introductions were similar to rates observed in the initial round of data collection. However, more women noted the importance of knowing and discussing personal strengths after the workshop than before. The largest change observed in post-workshop responses was in the decrease in importance adolescents attributed to knowledge about the job. In fact, only a single response represented this theme.

### **Traits Perceived as Important in the Interview Process**

Workshop participants were asked to identify three personal traits or qualities they felt most important in the interview process, without regard to importance or rank order. Seventy-nine of 90 (87.8%) possible responses representing 39 unique work traits were collected before the workshop began. An emergent qualitative coding scheme, identical to the one used to analyze important interview questions, was employed. Four prominent categories of work traits emerged. The largest number of traits (over 40% of the total) formed a category labeled character traits. This category included 8 different traits reflecting

personal character such as patience ( $n = 11$ ), good character ( $n=5$ ), and politeness ( $n = 5$ ). Young men recorded character traits slightly more than their young women peers. Almost one-third of responses referred to one of six different traits that defined *work-related skills and abilities*. Work-related skills and abilities included specific traits such as communication ( $n=10$ ), hard work ( $n=8$ ), and teamwork ( $n=4$ ). No gender differences were detected in the frequency of responses assigned to this theme. A third theme was formed around traits such as dependability ( $n=6$ ), responsibility ( $n=5$ ), and initiative ( $n=4$ ), which we labeled *work ethic*. This theme accounted for slightly less than 20% of responses. Adolescent men were four times as likely to identify a work ethic trait as being important trait than young women. The last theme was labeled *cognitive skills* and accounted for only about 5% of pre-workshop responses. Cognitive skills were reflected by traits including higher education ( $n=4$ ) and analytic skills ( $n=1$ ). While women were more likely to list a cognitive trait than men, the small number of total responses made this conclusion tentative.

Participants offered more responses (87 of 90, 96.7%) and a larger number of unique individual traits ( $n=49$ ) in the after-workshop survey. This result may be indicative of a greater awareness of the traits considered important in the job search/interview process. Themes that emerged from qualitative analysis of individual responses resulted in the same 4 themes as identified in the pre-workshop survey (see Table 2; see Figure 2).

Table 2. Frequencies for Initial and Informed Responses to Query about Important Worker Traits

Worker traits	Totals # %	Initial responses (Before workshop)			Informed responses (After workshop)		
		Total # %	Men* # %	Women # %	Total # %	Men # %	Women # %
Work ethic	30 (16.7)	15 (19.0)	12 (26.7)	3 ( 6.7)	15 (17.2)	9 (20.0)	6 (13.3)
Character traits	79 (43.9)	33 (41.8)	18 (40.0)	15 (33.3)	46 (52.9)	19 (42.2)	27 (60.0)
Cognitive skills	10 ( 5.6)	6 ( 7.6)	2 ( 4.4)	4 ( 8.8)	4 ( 4.6)	2 ( 4.4)	2 ( 4.4)
Work-related skills	47 (26.1)	25 (31.7)	12 (26.7)	13 (28.9)	22 (25.3)	15 (33.3)	7 (15.6)

Note:  $n=30$ ; 3 responses per participant per round; 90 possible responses for each data collection point. Missing data (Initial,  $n=11$ ; Informed,  $n=3$ ). \*Column percentages separately for men and women.

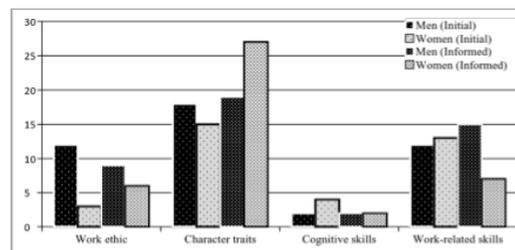


Figure 2. Frequencies of initial and informed responses to query about important worker traits perceived by workshop participants

The theme, character traits, held the largest number of individual responses, which was the same as pre-workshop results. The total number of responses for character traits represented over one-half of all responses, representing an increase of one-third from pre-workshop responses. Adolescent women were much more likely to identify character traits important than adolescent men. While relatively equal before the workshop, work-related traits were identified as being important more often after the workshop, although the total number of responses in this category decreased from one-third in the initial round to one-quarter of responses in the second round of data collection. Initially, gender differences were considered negligible for this theme. However, in the follow-up survey, men were twice as likely as women to identify work-related skills as important. Second round results for the work ethic theme were similar to those found in the initial survey. Adolescent men identified fewer work ethic traits than they did originally, while women increased their level of response to this theme. Like the initial round, only a small number of cognitive skills traits were contributed by participants after the workshop had concluded.

## Discussion

This study sought to examine the naïve and informed perceptions of the job interviewing process from a group of

disadvantaged adolescents living in Hong Kong. The context for data collection was an all-day workshop on job interviewing and job-seeking skills delivered by a local nonprofit agency. Our purpose was to examine adolescents' knowledge perceptions of the job interview process and the malleability of these perceptions. Examination of these issues is important for a number of reasons. Research (e.g., Blustein et al., 2011) has established that disadvantaged youths often lack social capital and, as a result, are disadvantaged in the job interviewing process. So, what types of perceptions did youths hold before the workshop? And, how did these perceptions change, if at all, as a result of the workshop experience? A confounding issue in our work was the realization that cultural influences could affect results, although we felt the influence would likely be less in Hong Kong than in mainland China.

Participants identified five main themes or groups of questions (in both pre- and post-workshop surveys) they deemed important in job interviews. The bulk of responses identified two groups—reasons for being interested in the job and reasons to hire the interviewee—as being most important in the interview process. While the number of responses shifted from pre- to post-workshop, these two themes represented over half of all responses. These two themes are more reflective and represent self-awareness or self-knowledge to a greater extent than other themes.

Post-workshop perceptions about interview questions appeared to be less externally-oriented than before the workshop. Initial views may have been influenced, to some degree, by cultural influences that discourage self-promotion (Macan, 2009). Regardless, workshop participants were better able to identify important elements of the job interview and articulate ways to present personal skills and

qualities in appropriate ways. A part of this process was to reorganize the information they considered important in preparation for job interviews, e.g., from superficial or external information about a job to aligning personal skills and knowledge with the expectations held by potential employers.

Further investigation is needed to better understand how youths acquire information about the workforce and ways that this information can benefit or hinder performance in a job interview. Disadvantaged youth, in particular, may have limited exposure to work and rely on teachers and adult family members for support. The role of accessible adults, such as teachers or parents, in gaining an understanding of the contemporary workplace and the interview process in particular should be considered.

In pre-workshop responses, adolescent men were twice as likely as women to identify personal strengths as an important interview question. This gap disappeared in post-workshop responses. Initial differences might be explained by the influence of Chinese traditional family values and modern, international metropolitan attitudes of a global city like Hong Kong on women's attitudes. The workshop was effective at helping women participants to recognize the importance of highlighting and showcasing personal strengths and character traits in a targeted way. Further investigation is needed to examine the role of culture, particularly regarding the strength of this effect on women's attitudes over time, as well as their ability to apply this understanding in actual job interview settings. It is unclear as to whether these new perceptions will be undermined or strengthened by local culture, or the influence of teachers and family.

Participants believed that individual traits were important in the job search and interviewing process, both at the outset of the workshop and at the end. Perceptions

about character traits were more stable before and after the workshop, although less so for adolescent women. It is unclear as to whether these differences were related to cultural influences or variables not considered. Further investigation is warranted.

As a whole, our findings highlight the knowledge that disadvantaged youths acquire about job seeking, in general, and the job interview, in particular. Results also underscore the value that adolescents placed on a short, but intensive, workshop designed to prepare them for job searching and interviewing. We found that students had naïve perceptions about job interviewing that were relatively accurate, albeit limited and somewhat disconnected. The workshop appeared to provide information that helped refine and solidify these initial perceptions.

Knowledge of the perceptions that disadvantaged adolescents' hold about job interviewing before and after a targeted workshop are important as they offer employment counselors insights into the types of cognitive and affective perspectives young people develop and what can be done to maximize their preparation. This is especially important for disadvantaged youths who may have less experience and access to knowledge or opportunities or role models that can highlight important aspects of the job interview. If success, it is likely that youths' performance during interviews can be enhanced and may influence subsequent hiring decisions.

Some gender differences in perceptions existed, which illustrates the pervasive influence of societal and family influences on job and job preparation based on gender. Continued efforts should be enacted to provide equal opportunities and access regardless of gender. These findings may help employment counselors develop new interventions or modify existing ones, particularly in terms of addressing gender

attitudinal differences.

Youth in our study held relatively broad, although somewhat accurate, ideas about the job interview. Workshop involvement helped to clarify, correct, and strengthen these beliefs as they were applied to the contemporary workplace. In addition, workshop participation helped youths to reduce their general and outdated notions of work and the job interview process. Future research should examine how workshop experiences influence actual job interview performance and, ultimately, employment.

### **Limitations**

As an exploratory, descriptive case study, the findings are limited in terms of generalizability. The benefits of a small-scale study such as this relate to the uncovering of little understood issues encountered by specific groups such as the participants targeted by the partner NGO. Without clearer understanding of how these economically, socially and geographically disadvantaged youth approach the job-interview process, what skills and knowledge that they already have, and how they respond to targeted interventions, larger-scale research may risk overlooking important issues key to workforce entry barriers of this specific population. This study offers preliminary findings which should be used to build more comprehensive interventions, as well as evaluations of the effectiveness of these interventions, keeping in mind the reality that this particular group of young people are not empty vessels, but bring some generalized or generic information about the job market, and the job interview process. Rather than approaching these youth as being devoid of useful skills and knowledge about job procurement, more interventions and research, at larger scale, is needed to find effective retooling and fine-tuning of these skills and knowledge.

## Conclusion

The workplace in contemporary society is rapidly changing. Youth need comprehensive information and guidance about how to navigate these changes as an integral part of career preparation. Our workshop participants had some general understandings of some of the key elements in the job interview process. However, these understandings were somewhat generic and superficial. This study illustrates the benefits that youth can gain from a short-term intervention designed to improve an understanding of the job interview process and how to best maximize performance in a job interview. Given the positive results of this short-term workshop, more comprehensive, long-term programs on job seeking skills (inc., job interviewing) may be even more beneficial to young people as they seek employment. Disadvantaged youth are likely to have limited access to nuanced and detailed information about a variety of careers in Hong Kong due to a mixture of structural, social, economic and personal influences. While fundamental, structural elements will not be overcome by job interview workshops, gaps in the quality of knowledge about how the contemporary workplace functions, and how access to work is influenced by the job interview can be addressed. Such workshops should provide information about and opportunities to practice these skills. In addition to comprehensive job interview skills training programs, youths require information about the contemporary workplace. Research is needed on effective ways to implement these broader goals. Longitudinal research is also needed to understand the long-term career trajectories of youth who participate in these programs.

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## Appendix A

Table 1.

*Frequencies for Initial and Informed Responses to Query about Important Interview Questions*

Identified interview questions	Totals		Initial responses (Before workshop)				Informed responses (After workshop)			
	<u>n</u>	%	<u>n</u>	%	Men	Women	<u>n</u>	%	Men	Women
1. Why do you want this job?	46	(25.6)	25	(27.8)	12	13	21	(23.3)	10	11
2. What are your strengths?	28	(15.6)	13	(14.4)	9	4	15	(16.7)	8	7
3. What do you know about this job?	11	(6.1)	10	(11.1)	6	4	1	(1.1)	1	0
4. Why should [employer] hire you?	44	(24.4)	19	(21.1)	8	11	25	(27.8)	14	11
5. Briefly introduce yourself.	20	(11.1)	10	(11.1)	6	4	10	(11.1)	5	5

*Note:*  $n=30$ ; 3 responses per participant per round; 90 possible responses for each data collection point, Missing data (Initial,  $n=13$ ; Informed,  $n=18$ ).

Appendix B

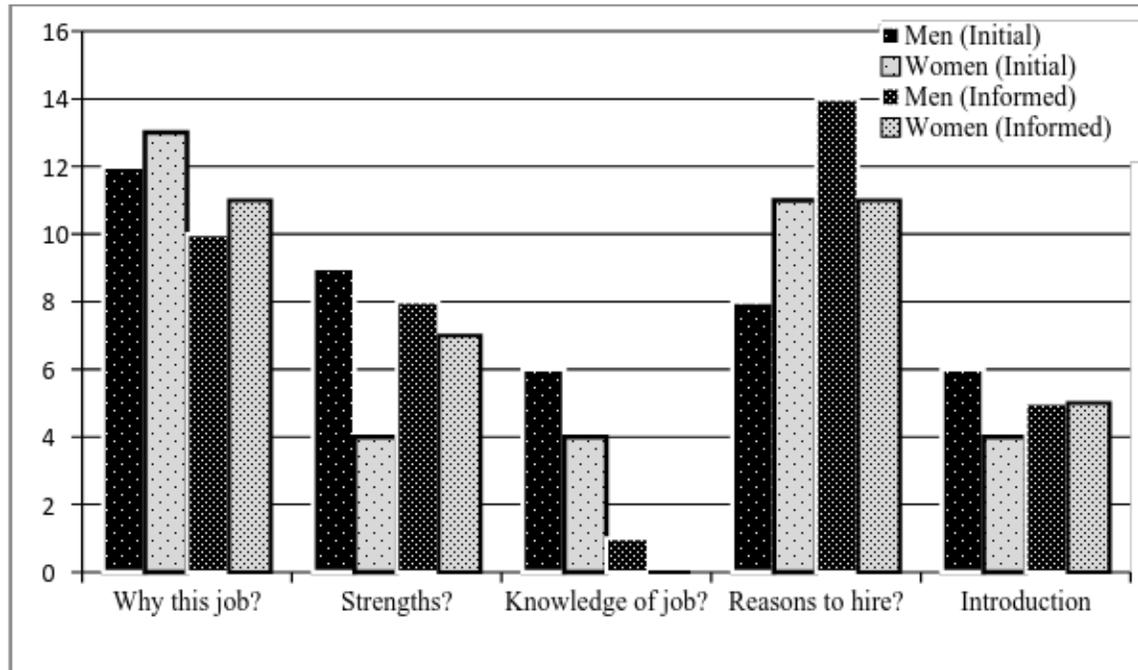


Figure 1. Frequencies of initial and informed responses to query about important interview questions perceived by workshop participants.

## Appendix C

Table 2.  
*Frequencies for Initial and Informed Responses to Query about Important Worker Traits*

Worker traits	Totals		Initial responses (Before workshop)						Informed responses (After workshop)					
			Total		Men <sup>a</sup>		Women		Total		Men		Women	
	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%	<u>n</u>	%
Work ethic	30	(16.7)	15	(19.0)	12	(26.7)	3	( 6.7)	15	(17.2)	9	(20.0)	6	(13.3)
Character traits	79	(43.9)	33	(41.8)	18	(40.0)	15	(33.3)	46	(52.9)	19	(42.2)	27	(60.0)
Cognitive skills	10	( 5.6)	6	( 7.6)	2	( 4.4)	4	( 8.8)	4	( 4.6)	2	( 4.4)	2	( 4.4)
Work-related skills	47	(26.1)	25	(31.7)	12	(26.7)	13	(28.9)	22	(25.3)	15	(33.3)	7	(15.6)

*Note:* n=30; 3 responses per participant per round; 90 possible responses for each data collection point, Missing data (Initial, n=11; Informed, n=3). <sup>a</sup>Column percentages separately for men and women.

Appendix D

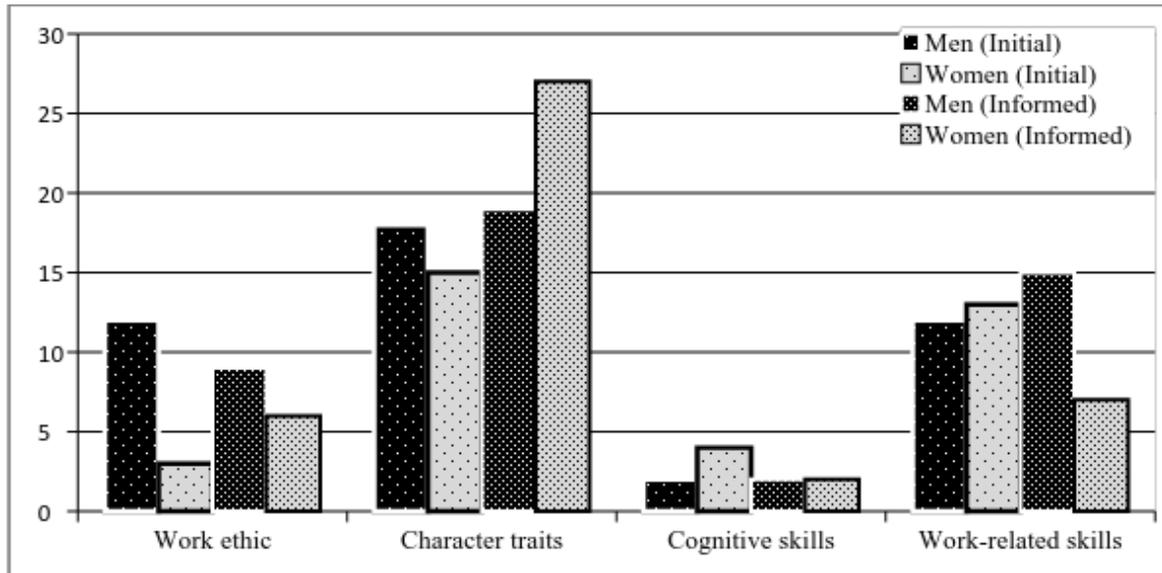


Figure 2. Frequencies of initial and informed responses to query about important worker traits perceived by workshop participants