

## Why Should We Hire You? *Perfecting the Art of Persuasion in Interviewing*

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## Purpose of Session

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- Provide practical tips, examples, and strategies
- How to implement effective interview training:
  - Employers
    - Select interview tools to assess “fit”
    - Train your professionals to conduct interviews
  - Law schools
    - Interview preparation programming
    - Conduct mock interviews and delivering feedback
- Discussion and Resources

## Why are interviews important?

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## Interviews allow Candidates to...

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- Market themselves and give context to paper application
- Assess their own fit with the employer
- A successful interview is about more than “what is said”:
  - Quality and structure of responses
  - Oral communication skills
  - Interpersonal skills
  - Confidence
  - Ability to draw on variety of experiences
  - Non-verbal behavior
  - Professional image
  - Evidence of preparation

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## Interviews allow Employers to...

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- Screen applicants
- Determine “fit”:
  - Personality
  - Competencies
  - Substantive knowledge
  - Cultural “fit”
- Test the applicant’s paper application
- Test the applicant’s substantive knowledge

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**Why did you choose your  
current employer?**

## It's all about the "fit" .....

- *"I chose my current employer because of the people I met in the process"*
- It's all about that illusive "fit"



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## How to assess "fit"? – The student's perspective

Objective	Subjective
What kinds of opportunities are students given to learn?	Am I like the people that I met?
Do they really do what I want to do?	Could I work with these people on a team?
Do I like the structure of their student program?	Did I believe what I was being told about the environment?
Is their approach to practice innovative?	How did my interactions feel?
What does their associate development / retention look like?	Did they really get to know me?

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## How to assess “fit”? – The employer’s perspective

Objective	Subjective
Were they engaged and curious about the firm?	Did they seem to be interested?
Did they say they wanted to do what we do?	Could I work with this student on my team?
Did the structure of our student program resonate with them?	Did I believe what I was being told about their experiences?
What are their long term career goals?	How did my interactions feel?
What kind of learning opportunities were they looking for?	Did they really get to know the firm? Were they curious about us?

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## Other factors that influence fit...

- Money
- Job title
- Reputation of employer (“brand”)
- Duties

– However, most people rank “fit” based on people interactions above these factors

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# What is your organization's interviewing style?

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## Employers

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- Identify the qualities you are looking for in your candidates:
  - Competencies
  - Personality traits
  - Substantive knowledge
- What is the best way to assess these qualities?
  - You need to find the right fit for your candidate assessment needs

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## Determine your interviewing method

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- Types of interviews
  - Unstructured / conversational interviews
  - Structured interviews (traditional)
  - Behavioral / Competency-based interviews
  - Phone / Videoconference / Skype interviews
- Pros and cons of each approach

## Conversational Interviews

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- Commonly used interview technique
  - Most common law firm interviewing style
- Default in the absence of a structured interview methodology
- Mostly conversational
- Focus is on the candidate's self presentation
  - How a candidate markets their skills and qualities
- May not get responses that allow you to assess:
  - Skill
  - Capabilities
  - Behaviors

## Pro's and Con's of Conversational Interviews:

PROS	CONS
It is an expected structure – comfortable for candidates and interviewers	Be aware of cultural biases
You can ask a lot of questions – explore the resume	Modesty in answer response does not necessarily mean candidate lacks confidence
Flexible interview structure allows you to explore what you want to explore	More limited assessment of skills and knowledge
Can be a good way to assess “fit” and personality at the outset	Difficult to “compare” candidates
	Interviewers will be drawn to “people who are like them”
	Interviewers can end up doing a lot of the talking

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## Considerations for Students in a Conversational Interview

- Active self presentation and praise is encouraged and expected
- Find common ground with the interviewer
  - Humor, laughter, flatter, engagement
- Even though interview is a “conversation”, students can still structure responses
  - 3 keys points about each experience
  - Prepare 3 “stories” for each work or volunteer experience – showing (1) teamwork, (2) leadership, (3) conflict resolution
- Do not embellish or downplay responses

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## Traditional Interviews

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- Commonly used interview technique
  - More of a structured interview methodology
- Questions are often consistent and largely close ended
- Questions are often anticipated by candidate
  - May not get responses that allow you to assess:
    - Skill
    - Capabilities
    - Behaviors

## Traditional Interview Questions

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- What are your strengths and weaknesses?
- Why do you want to work for us?
- Tell me about your last job?
- Where do you see yourself in the future?
- How do you work with others?

## Pro's and Con's of Traditional Interviews:

PROS	CONS
It is an expected structure – comfortable for candidates and interviewers	Interview can feel static
You can ask a lot of questions – explore the resume	Answers may feel “stock” – may not get a sense of how the candidate thinks
Can be a good pre-screen method	More limited assessment of skills and knowledge
	More challenging to assess “fit” as the candidate’s personality may not shine

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## Considerations for Students in a Traditional Interview

- Try to provide answers that go beyond the closed question
  - Offer up examples of past experiences or approaches to problem-solving even if not asked
  - Find a way to work examples into the answer as a follow-up to the initial response
- Try to find common ground with the interviewer
  - Humor, laughter, flatter, engagement
  - Allow your personality to shine

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## Behavioral Interviews

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- A reflective interviewing approach
- Considers how the candidate relates past experiences to predict potential future performance
- Presumes a correlation / pattern



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## Behavioral Interview Questions - Examples

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- Describe a time when you were faced with a stressful situation that demonstrated your coping skills?
- Tell me about a time when you had too many things to do and you were required to prioritize your tasks?
- Give me an example of when you showed initiative and took the lead?
- Tell me about a time when you delegated a project effectively.

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## Pro's and Con's of Behavioral Interviews:

PROS	CONS
Responses are tied to concrete past events – will be more detailed and specific	If interviewer is not skilled, they can lose control of the interview – need to be able to refocus the discussion
Presumes answers will be measured (less exaggeration)	If questions are not designed with behavior / competency in mind, the information will not measure assessment of desired competency
Allows for an assessment of skills and knowledge	Introductions to questions can “tip” the employee – allows the employee to frame the answer to fit
Skills can be assessed in relation to the competencies required for the position	Candidate may feel questions are too personal / intrusive
Can be a less intimidating interview format	

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## Considerations for Law Firms in a Behavioral Interview

- Past performance is the best predictor of future success
- Determine the qualities that you are looking for in successful candidates in your organization
- Ask questions to elicit these qualities
- Compare candidates based on their answers to the same questions

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## Considerations for Students in a Behavioral Interview

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- **STAR or CAR Approach**
  - **Situation, Task, or Context**
    - Describe specific situation you were in or task you needed to accomplish
  - **Action**
    - Describe the actions you actually took – keep focus on *you*.
  - **Results**
    - What happened? What did you accomplish? What did you learn?
- Prepare 3 “stories” for each work or volunteer experience showing:
  1. Teamwork
  2. Leadership
  3. Conflict resolution

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## Telephone / Video Interviews

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- Becoming a more common technique
- Cost-effective for the candidate and the employer
- Allows for brief interviews
- Can be a good pre-screening mechanism

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## Pro's and Con's of Telephone / Video Conference Interviews:

PROS	CONS
Interview a wider range of candidates	Time consuming – can lengthen the process
Focus in on stronger candidates	May be difficult to assess the more subjective aspects of “fit”
Cost-effective	Questions can be misunderstood or answers misconstrued
May allow you to explore some behavioral competencies	Hard to gauge candidate response to questions if there is no visual component to the interview
Can be a less intimidating interview format	Can be an intimidating interview format

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## Telephone / Video Conference Interviews

- Provides good opportunity for Partnership and Programming Opportunities
  - Video Conference OCIs
    - Cost-effective method of increasing contact between candidates and employers who may not attend in-person OCIs
  - Video Conference facilities at law schools
  - Mock Interviews
    - Use Skype or rehearse on the phone
    - If phone / Skype is not an option, conduct mock interviews with your backs facing each other
    - Focus on helping the student develop rapport with limited visual cues / without visual cues at all

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# Training Your Interviewers

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## Training your Interviewers

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- Determine your interview model / structure
- Be consistent
  - Allows for fair comparison across candidates
  - Allows for better interview dynamics
  - Allows you to train your interviewers more specifically

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## Training your Interviewers

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- Model needs to be adaptable and related to job
- Not all interview questions work for every role
- Collaborate with hiring managers
- Use job description as guide to develop job-related questions
  - Consider the skills required for the position
  - What will make a candidate successful / unsuccessful?
  - What are your goals as an employer – will this candidate help you achieve them?

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## Training your Interviewers

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- Provide a rationale for the interview structure
  - Help them understand the purpose behind the approach
  - Explain how the questions will showcase strengths
  - You want to ask questions that will highlight “red flags”
- Explain how to assess the responses
  - Model active listening
  - Talk about how to manage personal responses / reactions
- Develop a format to track responses
  - Consider developing sample answers
  - Develop a skill metric to assess responses

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## Training your Interviewers

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- Show them how to do it
  - Don't presume everyone is a natural interviewer
  - Consider your role in the interview – do you want to lead or do you want them to lead?
  - Develop and use an Interview Guide
- Discuss impression you want to convey to candidate
  - About the firm
  - About the manager
  - About the role

## Preparing Candidates for Interviews

## Interview Preparation Programming

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- **Handouts** (i.e. *Interviewing Guide*)
  - Purpose of interviews; different interviewing styles; preparation strategies; sample questions
- **Interview Tips Workshops & Panels**
  - With CSO, recruiters, or attorney volunteers
- **Speaking Skills / Improv Workshops**
- **Mock Interviews**
  - With CSO, attorney volunteers, student volunteers, or 3<sup>rd</sup> party (i.e. InterviewStream)

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## Mock Interviews – Purpose

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- Provide student with constructive feedback re: their interview skills
- Allow students to understand what they are doing well and provide areas for development
- Give students tangible steps / goals for improvement

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## Mock Interviews – Role of Interviewer

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- Empower and provide a support, safe, and comfortable atmosphere
- Recognize and respect individual differences, opinions, and needs
- Listen empathetically to concerns and frustrations
- Motivate and encourage
- Appreciate that there is only so much you can do as a career advisor in one session

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## Mock Interviews – Steps

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1. Prepare for mock interview
2. Welcome student
3. Outline agenda
4. Conduct mock interview
5. Wrap-up and debrief

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## Providing Feedback

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- Be organized, clear and concise
- Focus on what is changeable, not the unchangeable
- Do not overwhelm a candidate with feedback
  - Assess 2 to 3 areas that need the most improvement
  - Set boundaries and appreciate there is only so much you can do
- Observe body language for signs of confusion (blank looks, no response)
- Confirmation: Check in with candidate to ensure they understand feedback (i.e. “Do you have any questions about this suggestion?”)

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## Specific Feedback Strategies

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- **Scaling Technique**
  - Have candidate rate interview on scale of 1 to 10
  - What did they do well to get to that rating? (focus on positives first)
  - What would it take to get them to a 10?
  - Allows you to assess self-awareness and start feedback conversation

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## Specific Feedback Strategies

- **Feedback Sandwich**

1. **Positive Feedback:** What works well in the candidate's approach (e.g. "I really liked the enthusiasm you used to tell your stories")
2. **Constructive Feedback:** Provide tangible ways candidate can:
  - **Improve specific areas,**
  - **Make suggestions** (e.g. "Have you thought about..." or "You may want to consider..."),
  - **Provide alternatives** (e.g. "What would you think of..." or "There are a couple of approaches that we could take with this..."), and
  - **Discuss pros and cons of different approaches** and help candidate engage in **crafting own answers** (e.g. "How else could you say that?")
3. **Positive Feedback:** Finally, remind candidate of what is working in their approach and provide encouragement

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## Common Interviewing Pitfalls + Feedback Strategies

- **Student's answers lack structure and/or detail**

- Identify skills and strengths needed for the job
- Work on self-awareness of strengths, skills, qualities, and knowledge that are **energizing** for them
- Pull out 5 to 7 "**Pride**" stories of times when they were really in the zone (good for self-deprecating / negative students)
- "**Tell me about yourself**" – 3 "E's" in 60 to 90 seconds using "headlines" (Education, Extracurricular, Experience)
- "**Rule of 3s**" – Prepare 3 key themes/points for each answer with back-up evidence
- **Prompts:**
  - Ask them questions about experiences using STAR approach
  - Repeat stories back to them and include criteria you're looking for

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## Common Interviewing Pitfalls + Feedback Strategies

- **Student lacks awareness of certain interview “issues”**
  - i.e. lack of eye contact, closed-off body language, overconfidence, arrogance, too polished, unprofessional attire, poor hygiene, lack of emotional intelligence
  - **Reverse mock interview** – have student ask you questions as the interviewer
    - **Mirror their actions** (i.e. body language, poor eye contact, overconfident/arrogant answers, polished answers) as you give your answers
    - **Show video** of an overconfident, overly polished speaker:  
<https://www.youtube.com/watch?v=ReE7-X70iPU>
    - Ask them **how** they felt as you gave your answers (or as they listened to the speaker) and **why** they felt this way
  - **Direct Eye Contact** is important in North American job interviews to demonstrate interest and engagement. Eye contact is for the person you’re talking to; not for you – it helps the other person feel connected to you
  - **“When you do X, the impression you give is Y”**

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## Common Interviewing Pitfalls + Feedback Strategies

- **Student is a “fast talker” or a “high-pitched talker”**
  - **Problem:** Hard to understand or does not convey confidence
  - **Show video** of fast, nervous speaker who isn’t breathing:  
<https://www.youtube.com/watch?v=UK8ccWSZkic> (start at 7:50)
    - Ask them **how** they felt as they listened to speaker and **why** they felt that way
  - **Importance of Breathing**
  - **Need not change the voice** – but can **open up the voice** to improve resonance and articulation of the voice
  - **Actor vocal training / Vocal coaches / speech therapy**
    - Local theatre schools or speech therapists may offer workshops on speaking skills for professionals
    - GOOGLE [name of city] and “speech therapy” or “vocal training”

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## Common Interviewing Pitfalls + Feedback Strategies

- **An Actor's Approach to Speaking**

- **Find tension in body** (neck, shoulders, obliques) & actively relax
- **Resonance awareness**
  - Humming (nose, throat, chest, diaphragm)
  - Bounce and shake through the body
- **Breathing exercises**
  - Inhale through nose, exhale through mouth
  - On inhale, stomach expands (fill rib cage) – have student place hands on ribs
  - On exhale, stomach retracts
- **Opening the Voice** – stretch throat (yawning)
- **Articulation** – massage **cheeks/jaw**
  - **Vowels** (exaggerate pronunciation)
  - **Lips:** Ppppppppp VS Bbbbbbbbbb
  - **Tongue:** Dddddddddd VS Tttttttttt VS Gggggggggg
- **Enunciation Sentences / Tongue twisters**

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## Common Interviewing Pitfalls + Feedback Strategies

- **Student has various physical or verbal “tics” / upward inflection**

- i.e. excessive hand-talking; touching of face; eye twitch; verbal fillers (“um”, “like”, “you know”, “ah”); uptalk (ends sentences with question mark)
- No need to erase tic entirely – can convey authenticity if done in moderation
- **Record student** during mock interview (video or audio)
  - Determine self-awareness: Ask student what they noticed about body part engaged in tic, or to count number of times they used “filler” word)
- **“Sentence coaching”** – use hand gesture to signal when student engages in tic or uptalk; student must repeat sentence by actively eliminating the tic, or by using a downward inflection
- Have student read lines from Shakespeare, poetry, a play – **focus on inflection, and creating phrases**
- **Put hands together**, or hands in lap, when speaking
- **Stress management strategies:** muscle relaxation and breathing

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## Common Interviewing Pitfalls + Feedback Strategies

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- **Student is extremely anxious about their interview**
  - **Multiple sessions** may be required
  - Do **not** recommend videotaping or recording the student
  - Focus on **relaxation strategies** (incl. breathing exercises)
  - **Identify stress management strategies** that have worked well for student in the past
  - Conduct mock interview in **different venues** to increase comfort level (i.e. not just your office)
  - **Reverse mock interview** – have the student interview you (can help demystify process)
  - **“What if”** – ask student to think about their worst case scenario, and design mock interview questions to help prepare for that situation

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## Small Group Discussion

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## Scenario #1: The Student

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*Samson is a 2<sup>nd</sup> year law student who has been interviewing for a 2<sup>nd</sup> year law summer position with no success. His grades are good and he held a number of sales positions and worked briefly in the finance industry prior to law school. Samson consistently shows up for his interviews in a flashy 3-piece suit with a very loose tie knot. When you conduct a mock interview with Samson, he spends most of the mock interview interrupting your questions by launching into stories about himself and his accomplishments. You do not feel as if he is listening to you. He tends to ramble in his answers, speaking for 4 to 5 minutes per answer, but it is hard to determine the context of his stories, or the nature of his specific accomplishments. He also has a very strong handshake, to the point where previous interviewers have commented that he has caused them pain.*

## Scenario #2: The Student

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*Jessica is a shy 3<sup>rd</sup> year student interviewing for a full-time legal position following graduation. She has not had much success with her interviews thus far. When you conduct a mock interview with Jessica, you notice that she does not make very much eye contact with you. She tends to sit in her chair with her shoulders hunched forward. Her voice is high-pitched, to the point where she can sound very young, and she has a tendency to speak with an upward inflection. Jessica tells you that she does not like bragging about herself, and her answers tend to be very short. Prior to law school, she worked as a researcher in various scientific fields, and gained some leadership experience in that field before switching to law.*

## Scenario #3: The Student

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*Robert is a 3<sup>rd</sup> year student interviewing for post-graduation positions at law firms. While his grades are low, he has gained substantial practical experience through clinical programs and public interest organizations, and has worked a number of non-legal jobs. When you conduct his mock interview, you notice that Robert has a tendency to be “too honest” in his answers – he is modest to the point of over-self-deprecation, and rarely highlights his accomplishments, instead saying “oh, that wasn’t that big a deal”. Robert identifies as LGBT and would like to be open in the workplace, though he has no LGBT community involvement on his resume, and is wondering how to determine the inclusiveness of the firm environment in his interview.*

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# Resources

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## Handouts

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- Media Release, UBC Department of Psychology: **“Job interviews reward narcissists, punish applicants from modest cultures”** (June 12, 2014)
- **Interviewing Guide – Table of Contents**
  - Career Services Office, Peter A. Allard School of Law, University of British Columbia
- **Interview Tips Workshop – Overview of Slides**
  - Career Services Office, Peter A. Allard School of Law, University of British Columbia
- **Interview Tips Panel and Speaking Skills for Professionals Workshop – Promotional Emails**
  - Career Services Office, Peter A. Allard School of Law, University of British Columbia
- **Mock Interview Programming: Planning Materials**
  - Career Services Office, Peter A. Allard School of Law, University of British Columbia
- **Peer Mock Interview Guide**
  - Career Development Office, Queen’s University, Faculty of Law

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## Books and Articles

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- **Interview Questions and Models:**
  - **High Impact Interview Questions, 701 Behavior based questions to Find the Right Person for Every Job.** Victoria A. Hoevemeyer (American Management Association, 2006) [available through the NALP Bookstore]
  - **Behavioral Interviewing 2.0: Using Structured Panel Interviews to Identify High Performers and Eliminate Bias in Lawyer Interviewing,** Ramla Farzad and Caren Ulrich Stacy; NALP Bulletin vol. 24, No. 2, February 2012
  - **The Art of Hiring,** Corporate Counsel, May 2014, p. 86
  - **Law Firm Competency Models and Student Professional Success: Buildings on a Foundation of Professional Formation / Professionalism,** Neil Hamilton, December 10, 2013 draft
  - **Legal Interviewing and Counselling: A Client Centered Approach,** David A. Binder & Susan C. Price. (St. Paul Miss, West Publishing Co, 1977)
  - **Who: The A Method for Hiring.** Randy Street and Geoff Smart. (Random House, 2008)
  - **Strategic Interviewing: How to Hire Good People.** Richaard Camp, Mary E. Vielhaber, Jack L. Simonetti. University of Michigan Business School Management Series (Jossey – Bass Inc. Publishers, 2001)

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## Books and Articles

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- **Cross-Cultural Considerations in Job Interviews**
  - Hege H. Bye, Jøri Gytte Horverak, Gro Mjeldheim Sandal, David Lackland Sam and Fons J.R. van de Vijver, “**Cultural fit and ethnic background in the job interview**”, *International Journal of Cross-Cultural Management*, published online 26 June 2013 (<http://ccm.sagepub.com/content/early/2013/05/27/1470595813491237>)
  - Delroy L. Paulhus, Bryce G. Westlake, Stryker S. Calvez, P.D. Harms, “**Self-presentation style in job interviews: the role of personality and culture**”, *Journal of Applied Social Psychology* 2013, 43, pp. 2042-2059
  - Gro M. Sandal, Fons van de Vijver, Hege H. Bye, David L. Sam, Benjamine Amponsah, Niger Caker, Gabriele H. Franke, Rosnah Ismail, Kristien Kjellsen, Ankica Kotic, Anna Leontieva, Shahrnaz Mortazavi and Catherine Tien-Lun Sun, “**Intended Self-Presentation Tactics in Job Interviews: A 10-Country Study**”, *Journal of Cross-Cultural Psychology* 2014 45: 939 originally published online 5 May 2014 (<http://jcc.sagepub.com/content/45/6/939>)

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## Books and Articles

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- **Considerations for Preparing Students for the Interview Process:**
  - *Working with Millennials in the Law*, Arizona Attorney, June 2014  
[[www.azbar.org/AZAttorney](http://www.azbar.org/AZAttorney)]
  - *10 Interview Strategies for Students*, NALP Bulletin, Vol. 25, No. 8, August 2012
  - *Building a Brand Online – Tips for Students*, NALP Bulletin, Vol. 25, No. 6, June 2013
  - *A Multi-Level Review of Impression Management Motives and Behaviors*, Mark C. Bolino, Michelle Kacmar, William H. Turnley, and J. Bruce Gilstrap, Journal of Management 2008; 34; 1080. The online version of this article can be found at: <http://jom.sagepub.com/cgi/content/abstract/34/6/1080>

## Books and Articles

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- **Speaking and Presentation Skills**
  - Carmine Gallo. *Talk like TED: The 9 Public Speaking Secrets of the World's Top Minds*. St. Martin's Press, 2014.
  - Keith Johnstone. *Impro: Improvisation and the Theatre*. Routledge, 1987
  - Bruna Martinuzzi. *Presenting with Credibility: Practical Tools and Techniques for Effective Presentations*. Six Second Emotional Intelligence Press, 2012.
  - Molly Bishop Shadel. *Finding Your Voice in Law School: Mastering Classroom Cold Calls, Job Interviews, and Other Verbal Challenges*. Carolina Academic Press, 2012.
- **Cognitive Therapy**
  - Dennis Greenberger and Christine A. Padesky. *Mind over Mood: Change How You Feel By Changing The Way You Think*. The Guildford Press, 1995.

# Videos

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- **SPEAKERS TO EMULATE**
  - Sir Ken Robinson, “How Schools Kill Creativity,” *Ted 2006*, 19:24, [http://www.ted.com/talks/ken\\_robinson\\_says\\_schools\\_kill\\_creativity?language=en](http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity?language=en)
  - Bryan Stevenson, “We Need To Talk About An Injustice,” *Ted 2012*, 23:41, [https://www.ted.com/talks/bryan\\_stevenson\\_we\\_need\\_to\\_talk\\_about\\_an\\_injustice?language=en](https://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_an_injustice?language=en)
- **SPEAKERS NOT TO EMULATE**
  - Example of Nerves: <https://www.youtube.com/watch?v=UK8ccWSZkic> (start at 7:50)
  - Example of Overconfidence: <https://www.youtube.com/watch?v=ReE7-X70iPU>
- **LEARNING PRESENTATION SKILLS**
  - Amy Cuddy, “Your Body Language Shapes Who You Are,” *TedGlobal 2012*, 21:02, [http://www.ted.com/talks/amy\\_cuddy\\_your\\_body\\_language\\_shapes\\_who\\_you\\_are?language=en](http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are?language=en)
  - Nancy Duarte, “The Secret Structure of Great Talks,” *TedxEast*, 18:09, [http://www.ted.com/talks/nancy\\_duarte\\_the\\_secret\\_structure\\_of\\_great\\_talks](http://www.ted.com/talks/nancy_duarte_the_secret_structure_of_great_talks)

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# Vocal Exercises

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- **A Step By Step Guide to the Vocal Warm Up Exercises**  
(<http://actofcommunication.com/images/A-Step-By-Step-Guide-To-The-Vocal-Warm-Up-Exercises.pdf>)
  - ACT of COMMUNICATION ([www.actofcommunication.com](http://www.actofcommunication.com))
- **VOCAL WARM-UP AND BREATHING EXERCISES**
  - Jeannette Nelson, “Vocal warm-up #1 - Breathing,” *National Theatre*, 6:48, <http://www.nationaltheatre.org.uk/video/vocal-warm-up-1-breathing>
  - Jeannette Nelson, “Vocal warm-up #2 - Resonance,” *National Theatre*, 3:27, <http://www.nationaltheatre.org.uk/video/vocal-warm-up-2-resonance>
  - Jeannette Nelson, “Vocal warm-up #3 - Opening up the voice,” *National Theatre*, 2:57, <http://www.nationaltheatre.org.uk/video/vocal-warm-up-3-%E2%80%93-opening-up-the-voice>
  - Jeannette Nelson, “Vocal warm-up #4 - Articulation,” *National Theatre*, 4:22, <http://www.nationaltheatre.org.uk/video/vocal-warm-up-4-articulation>

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