

Interviewing Isn't Everything, It's the Only Thing

- **It's the only thing that's left**
- **It's a potent factor**
- **Primary Purpose: to be personable**





Understanding the Interview

- 1. Getting Oriented**
- 2. Interview Questions**
- 3. 10-point performance check**

1. Getting Oriented

- **At the end of the day, the objectives are the same: to determine the goodness-of-fit between your interests and experience and what the graduate program has to offer**

1. Getting Oriented

- One-day visit
- Group orientation meeting
- Series of individual interviews (~30 min each)
- Lunch
- Reception or Final Session



2. Overview

Interview Questions and Answers

- **Interview is a 2-way street**
- **You are invested in getting an offer and the program is invested in having you accept an offer**
- **So be sure to collect information over the course of your interview to inform your decision making**
- **Take notes after every interview or interaction**

2. Questions You May be Asked: General

- **why do you want to pursue a Ph.D.?**
- **what attracts you to our program?**
- **what do you see yourself doing after graduation?**



Questions You May Be Asked:

Clinical

- **describe any relevant experience you may have had, and what you liked about it**
- **what kinds of people or issues are particularly difficult for you to work with?**
- **what features or characteristics about yourself do you think would enable you to become an effective psychologist?**

Questions You May be Asked: Research

- **what research interests do you have?**
- **who on our faculty could you see yourself working with?**
- **describe a successful research project you have completed so far**
- **what is the most challenging or frustrating thing about research to you?**
- **describe your research skills- methods, statistics, computer skills**

Questions You Can Ask Faculty

- **What would you view as the programs' greatest strengths?**
- **What kinds of practica are available (if relevant)?**
- **Are undergraduates available to serve as research assistants?**
- **How are advisor or supervisor appointments made?**
- **What do students do after graduation?**
- **Would I have opportunities to teach?**
- **What opportunities would I have for doing research?**

Questions You Can Ask Students

- Do faculty and students have good relationships ?
- Are faculty available?
- What is the quality of teaching?
- What opportunities are available to teach and do research?
- Is the environment competitive/supportive?
- Do students participate in policy decisions or governance?
- What is the broader community like?
- Are stipends adequate to live on?
- What kind of careers do students pursue after graduation?



Three Tips for Interviews

- 1. The interview is a two-way street**
- 2. Your questions send signals**
- 3. Practice makes perfect**

3. 10-Point Performance Check

1. Dress for Success
2. Comfortable Talking About Yourself
3. Communication is Key
4. Interested
5. Informed
6. Inquisitive
7. Interactive with Others
8. Likeable
9. Goodness-of-Fit
10. Overall Performance

1. Dress for Success

- 1. Most conspicuous but least significant**
- 2. Dress for success, not to impress
(avoid extremes)**
- 3. “Nice casual” or “casual business attire**
 - women: dress, business suit or pants suit**
 - men: dress pants and shirt (and tie or jacket)**
- 4. “Comfort is king”**



2. Comfortable Talking About Yourself

- About your interests, pastimes, future directions, and goals
- About your strengths and weaknesses
- About your professional or research interests
- Litmus test:
 - “*Tell me a little bit about yourself....*”
 - “*Give me three words that you might use to describe yourself...*”



3. Communication Skills

1. Listen and respond
2. Reciprocity- don't talk too much or too little
3. Feel free to ask questions
4. Try to approximate a conversation, rather than a formal interview



4. Interested

1. Don't assume they know you are interested
2. “I could easily imagine myself being here”
3. “I would love to get an offer to join the program”
4. “I'm really excited about the possibility of doing my graduate work here”



5. Informed

1. Knowledgeable about program
2. Knowledgeable about faculty
3. Knowledgeable about the broader community
4. university or sports programs is not essential



6. Inquisitive

1. ***“If you don’t have any questions, you may have a problem”***
2. **Develop a set of questions to ask**



7. Interactive with Others

- 1. Relationships are critical components of graduate training programs**
- 2. Other interviewees are your peers, not your competitors**
- 3. Be polite, engaged, and interactive with them**
- 4. Nothing is ever “off stage”**



8. Likeable

1. The more your interviewers enjoy themselves, the more favorably they will evaluate you
2. Humble, respectful, positive, sincere, excited, enthusiastic, etc.
3. Avoid being bored, bellicose, boastful or bizarre



9. Goodness of Fit

1. Determine how and where you feel that you “fit in” best
2. Faculty
3. Students
4. Overall program



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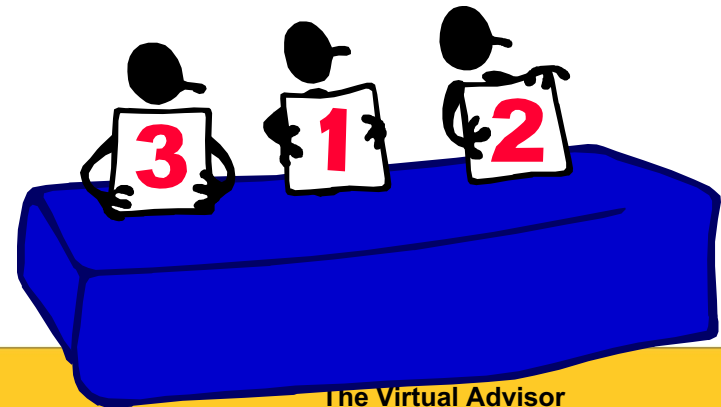
10. Overall Performance Evaluation

Poor 1 2 3 4 5 6 7 8 9 10 Excellent

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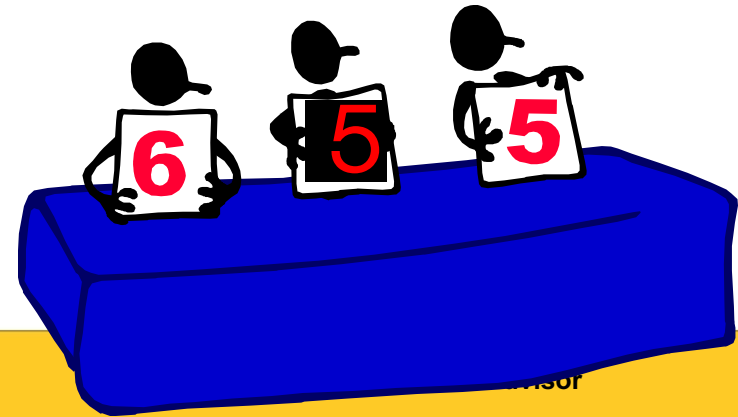
1 to 4 = gradations of “Poor”



10. Overall Performance Evaluation

Poor 1 2 3 4 5 6 7 8 9 10 Excellent

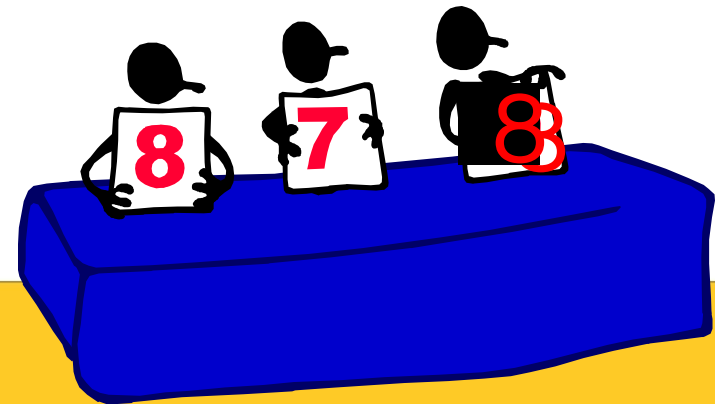
5 to 6 = OK



10. Overall Performance Evaluation

Poor 1 2 3 4 5 6 7 8 9 10 Excellent

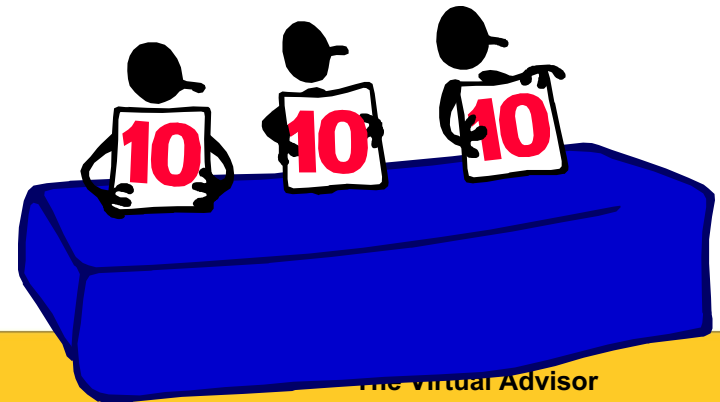
7 to 8 = Good to Very Good



10. Overall Performance Evaluation

Poor 1 2 3 4 5 6 7 8 9 10 Excellent

9-10 = Excellent



10-Point Performance Check

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- 6. Inquisitive**
- 7. Interactive with Others**
- 8. Likeable**
- 9. Goodness-of-Fit**
- 10. Overall Performance (1-10)**



Questions and Answers

