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VeLoCiTy

Deliverable Number **2**

Deliverable Title **Interview Scenarios and the Learning Procedure**

Intellectual Output Title **Needs analysis of job interviewees in terms of training**

Activity description **The purpose of this report is to present the main conclusions from the questionnaires conducted by the partnership during IO1 to gather specification and requirement details for the job interview scenarios**

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Executive Summary

The following document contains a report compiled from the answers obtained by the consortium to questionnaires that were conducted in the different partner countries. The questionnaires were used as a tool to learn and gain a more in-depth understanding of the interview process from the perspective of two different target groups; interviewers and interviewees. The results would therefore contribute significantly to the development of scenarios for the 3D virtual world. Together, the partners of the consortium will develop useful and effective scenarios that consider information which both target groups consider to be most important.

List of abbreviations

Abbreviation	Definition

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1. INTRODUCING VELOCITY

The VeLoCiTy project, supported by the European Commission under the Erasmus+ Program, aims to produce a 3D virtual world learning tool to simulate real interviews, real-life scenarios, and interview processes in order to familiarize Europeans with the diversities in the theories and practices applied across Europe mainly due to different ethnic and cultural backgrounds among the European states.

The outputs of the project include user manuals, guidelines for the interviewees and demonstration videos that are expected to benefit VET organizations, NGOs and consulting organizations. However, the main target group is the individuals/interviewees that will benefit directly through the participation in the learning environment, overcoming potential problems such as distance and the space and/or tutor availability.

The project will also design and develop all the appropriate interfaces and modules to allow user profile information and user learning profiles (such as background, competences, different abilities, experience) in order to provide personalized recommendations that will assist the user during the interview experience within the virtual world.

The consortium of the VELOCITY project is formed by the following partners from different countries of the EU:

1. **University of Cyprus (UCY)** (Cyprus) is the project leader. It is recognized as a center of excellence in the Mediterranean region. Research is promoted and funded in all departments at both local and international level. Currently more than 300 research projects are funded by the EU.
2. **Computer Technology Institute & Press Diophantus (CTI)** (Greece) is a research and technology organization focusing on research and development

in ICT. Particular emphasis is placed on education, by developing and deploying conventional and digital media in education and lifelong learning.

3. **Business Foundation for Education** (BFE) is a Bulgarian NGO. Its mission is to facilitate the development of the civil society through initiatives that enhance human resource competitiveness and contribute to economic development and prosperity.
4. **FyG Consultores** (FyG) is a Spanish private consultancy specialized in internationalization and company training, with expertise on education and training activities development.

2. INTRODUCING THE IO 1 REPORT

The First Intellectual Output of the Velocity project included a Need Analysis to determine which were the most usual guidelines regarding job interview types and features in the partners' countries. For this reason, there were two different questionnaires created that were meant to approach two different target groups: the group that would be interviewed (such as students or unemployed) and the group that would be conducting the interviews or have knowledge regarding interviewing (such as HR professionals, HR teachers...).

Both questionnaires had items related to different features of importance when conducting an interview:

- Respondents were asked about the types of interviews they usually participate in/perform
- Tips that are more useful to stand out both before the interview and during an interview
- Competences that are searched in an interview more generally, versus competences interviewees think are being searched

- Questions to mark the mistakes that are performed in an interview, but also the actions that are considered as mistakes by some interviewees but are not actual mistakes
- Questions regarding the most difficult questions faced in an interview and learning approaches preferred by the respondents.

The questionnaires were delivered to a total of 144 participants (59 Trainers and 85 students) in the four partner countries (Greece, Spain, Cyprus and Bulgaria) in order to collect answers that will enable the partnership to compare the different characteristics that can be found in interviews in different European countries. From the information extracted it was possible to find some similarities and differences between the four countries.

Beginning with the most and least usual types of interviews, the most common type used matched both in the targets and the countries. Face-to-face interviews were considered the most used interviews; however, interviewees also answered as commonly used, other types of interviews that interviewees did not take into account. This could mean that in some cases interviewees are not aware of the type of interview that is being conducted, thus unable to properly prepare for it.

There was also a general agreement on the best tips to receive before the interview; in other words, respondents from the interviewee target were mainly aware of what they need to prepare before the interview. However, this did not happen regarding the tips when facing the interview, which could mean that interviewees do not really know what the interviewers pay attention to during the interview. As none of the targets answers pointed towards any common agreement regarding the “least useful” tip, it could be understood that “there are no useless tips”.

Looking at competences searched in an interview, although answers matched in some cases there were no real common answers; interviewees and interviewers did not exactly answer the same to the question. In other words, interviewees might not be fully aware of what interviewers are looking for in relation to competences.

Moving on to mistakes to avoid in an interview, there was a general agreement in the answers provided. This means, interviewees know what mistakes they need to avoid when conducting an interview. At the same time, when given a list of actions that are popularly considered as mistakes to avoid in an interview, but which are not mistakes and can be freely asked or done, there is again a general agreement in the answers. Interviewees are not confused on whether certain actions are or not real mistakes.

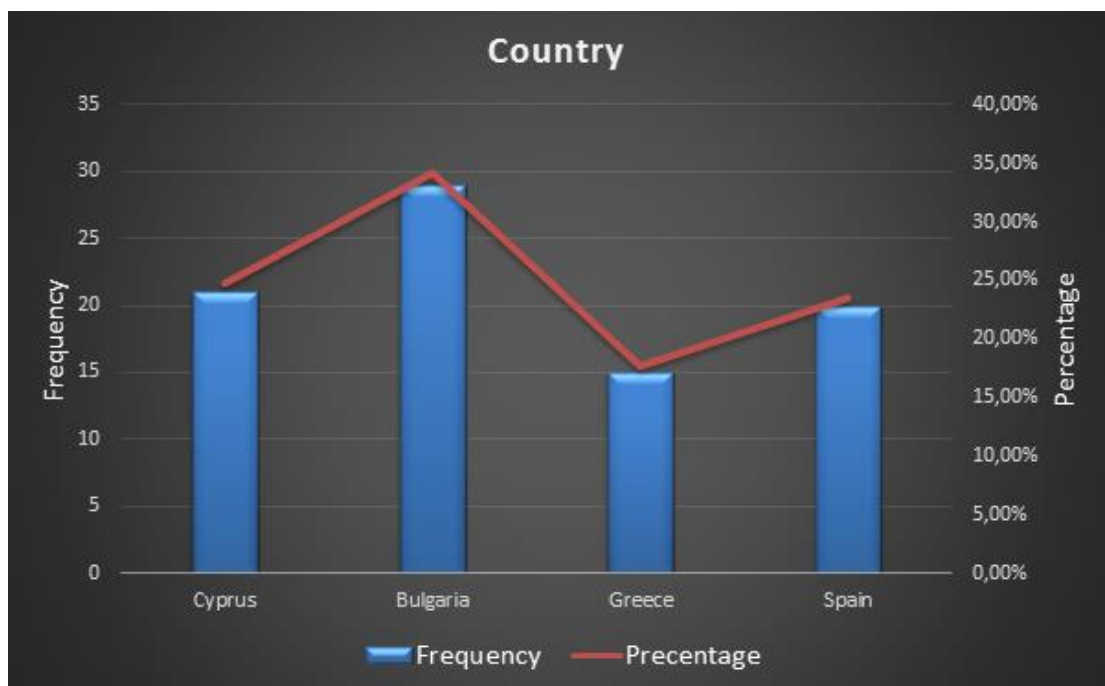
Regarding the most and least difficult questions that can be asked in an interview, answers did not match among countries. This means, interviewers are not aware of what is considered as a difficult question by an interviewee.

Both targets agree on the least and most useful learning approaches, so the answered approaches are good to implement within the development of the scenarios for the next intellectual output.

RESULTS PER TARGET GROUP

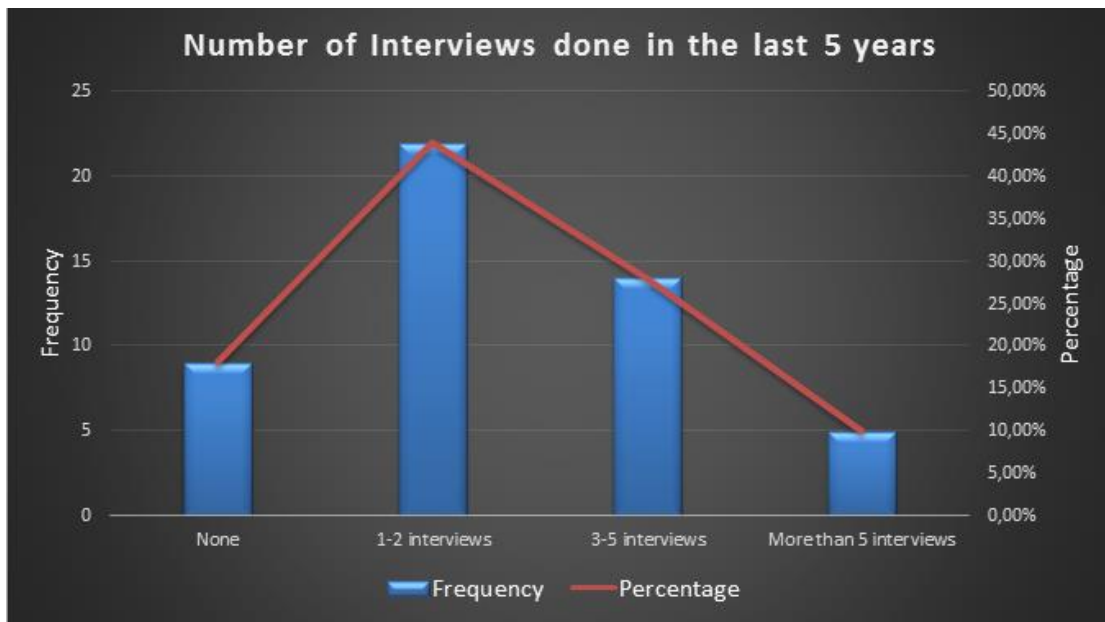
TARGET GROUP 1: STUDENTS, UNEMPLOYED

The total amount of results provided from this target group were distributed between the four countries in a relatively proportional way, with the highest number of respondents originating from Bulgaria (almost 35%) and the minimum from Greece (15%).



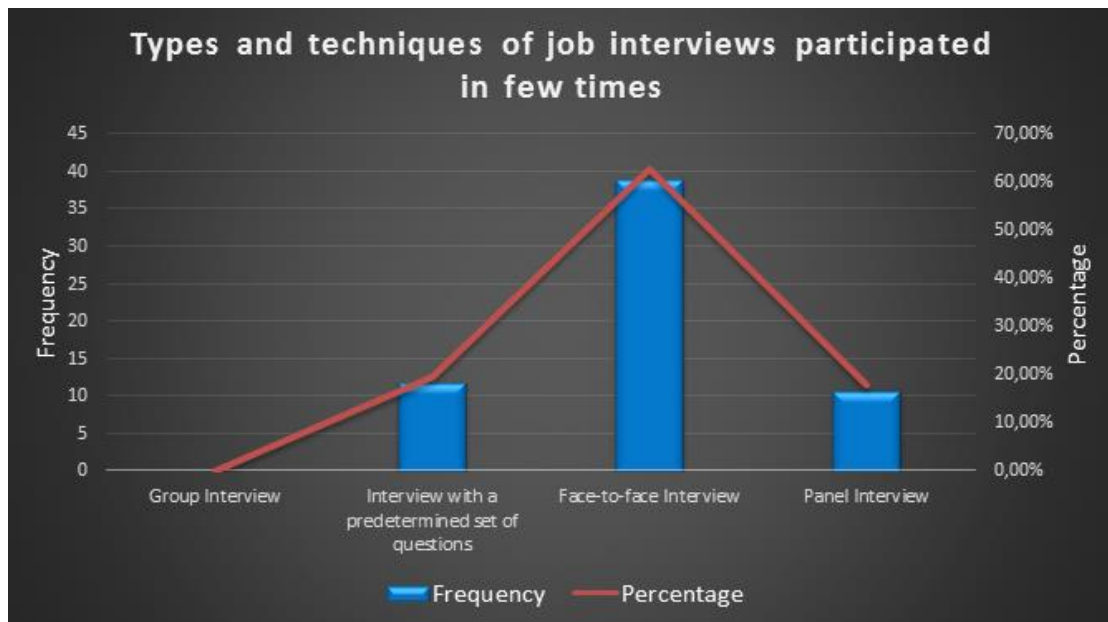
Graph 1: Distribution of participants (per country)

After conducting an analysis on the combined results from all partner countries it was determined that for a time period of the last five years, the majority of students and unemployed only conducted 1 or 2 interviews (45% of the total respondents) while less than 30% participated in 3-5 interviews. Almost 20% of the respondents had not done any interviews in the last 5 years (which can be explained by the fact that if they were students they were not actively looking for a job) and only 10% of the respondents were actively participating in more than 5 interviews.



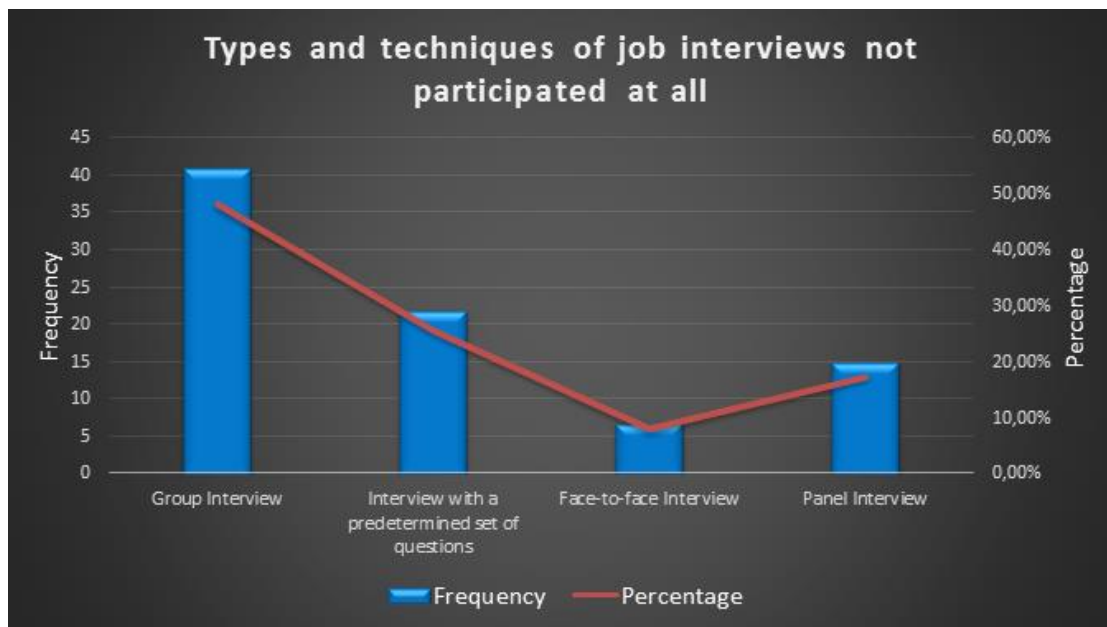
Graph 2: Average number of interviews done in the last 5 years by participants (for all countries)

Regarding the types and techniques of job interviews that the target group remembers to have participated in, the highest amount were face-to-face interviews (about 58%), followed by structured interviews (about 17%) and panel interviews (15%).



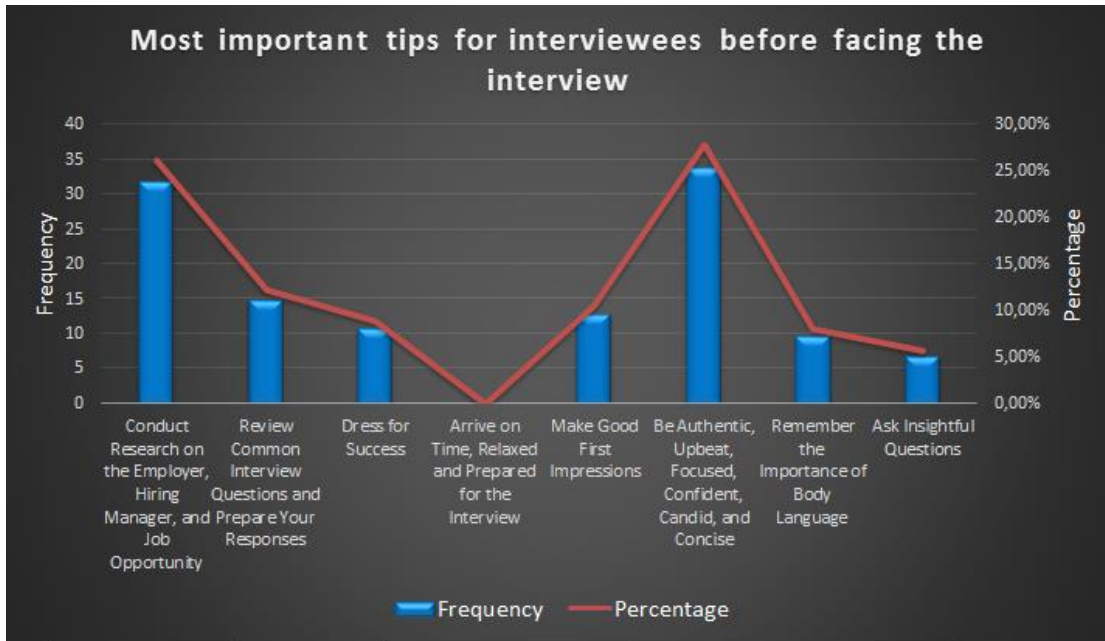
Graph 3: Types and techniques of job interviews that participants experienced (for all countries)

On the other hand, participants consider to not have participated in group interviews (50%), structured interviews (more than 30%), panel interviews (20%) and face-to-face interviews (10%). These results create the first dissonance between respondents, as two answers from the previous graph also appear in this graph; it could be related to a potential difference between countries when conducting interviews.



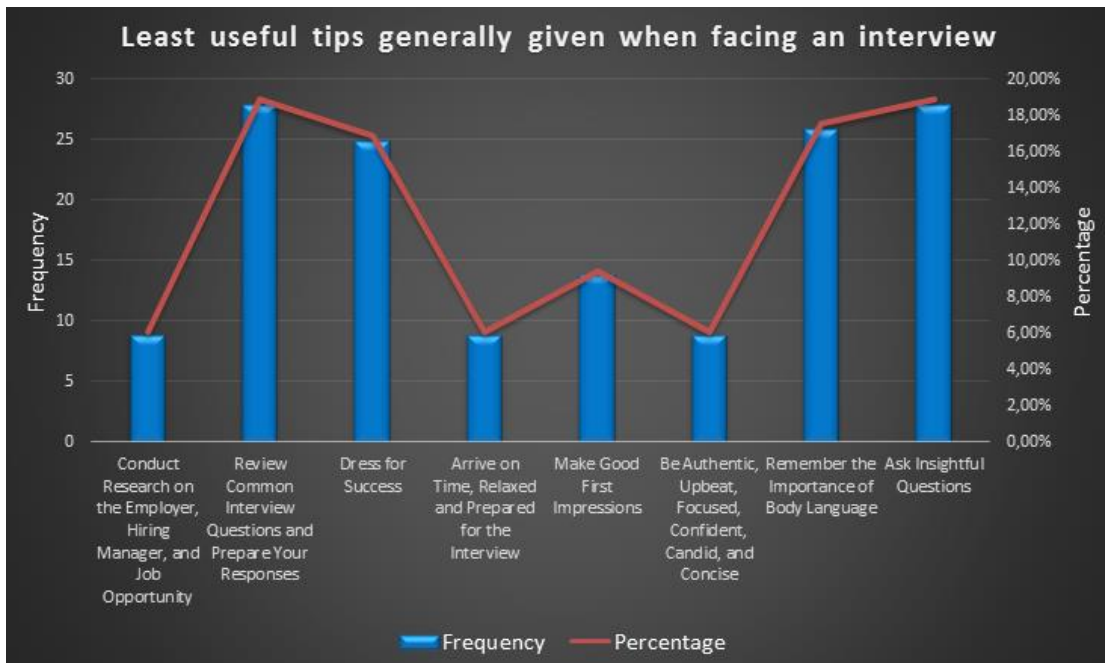
Graph 4: Types and techniques of job interviews that participants did not experience (for all countries)

Moving on to different tips that the target group considers useful before facing an interview. According to the respondents the most useful tips they have received were to be authentic, upbeat, focused, confident, candid and concise (almost 25%) and to conduct research on the employer, hiring manager and job opportunity (about 22,5%).



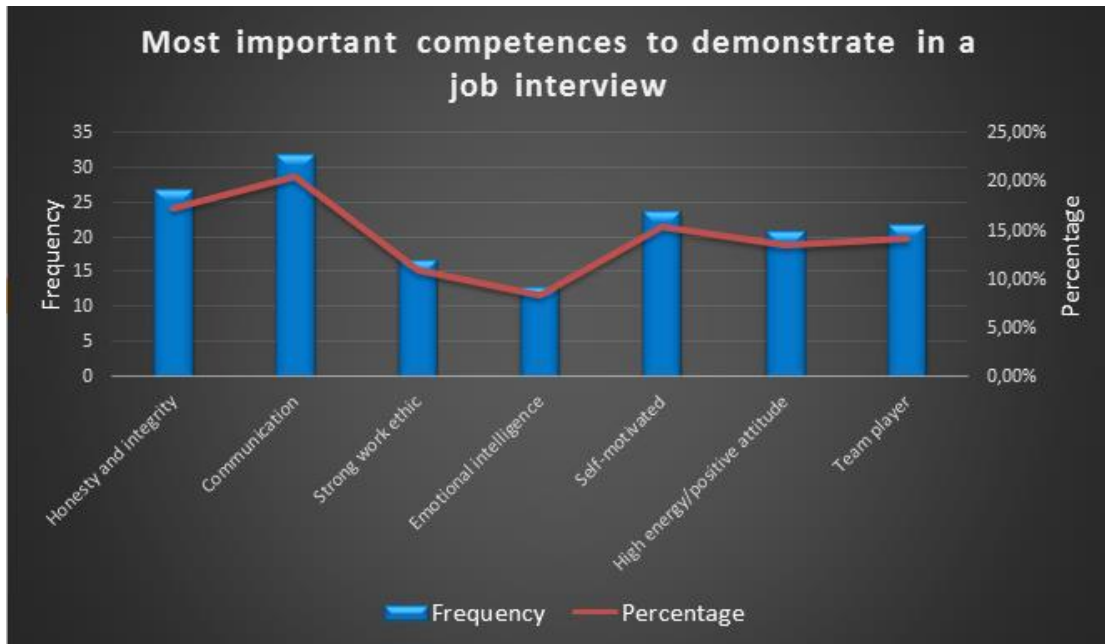
Graph 5: Most important tips for job interviews (for all countries)

Continuing with the tips that the target group considered as least useful when participating in an interview, review common interview questions and prepare your responses (about 19%), ask insightful questions (about 18%) and remember the importance of body language (around 17%) were selected tips.



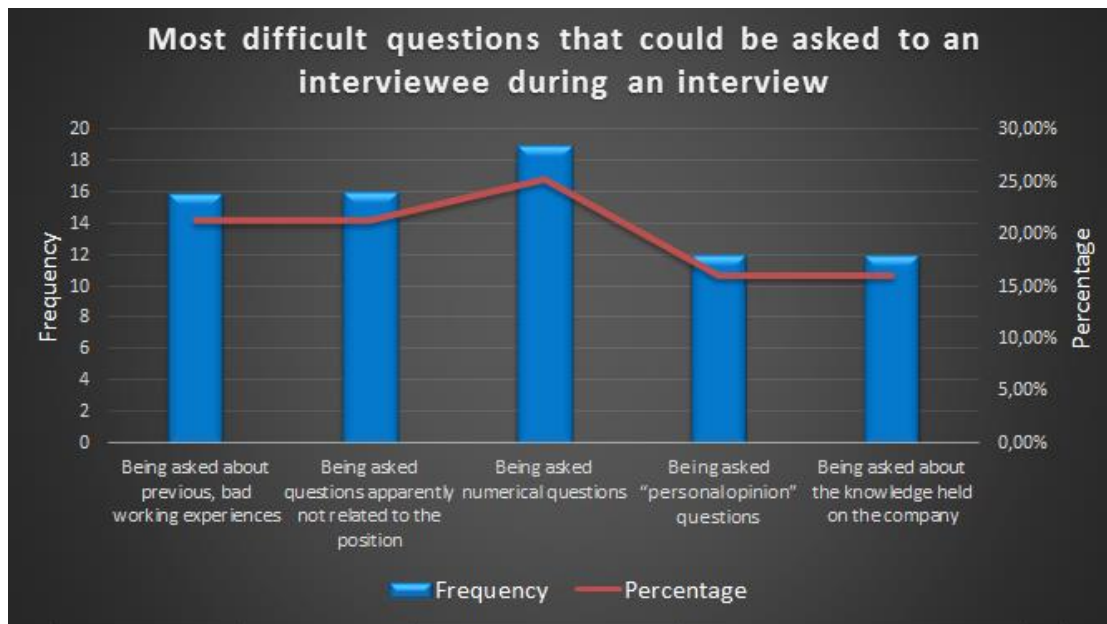
Graph 6: Least useful tips for job interviews (for all countries)

Related to the competences that the target group found as most important to demonstrate in a job interview, communication stands out as the most selected (more than 20%), followed by honesty and integrity (more than 17.5%) and self-motivation (almost 17.5%).



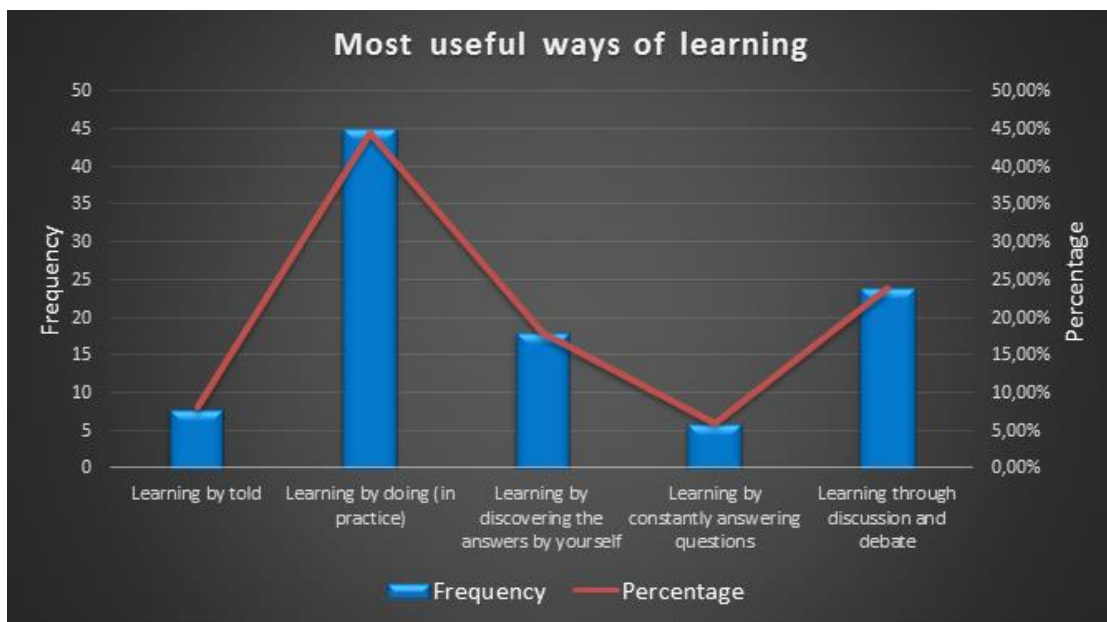
Graph 7: Most important competencies to demonstrate in job interviews (for all countries)

For the type of questions considered as most difficult to be asked in an interview, the target group selected numerical questions (more than 27%), followed by previous, bad working experiences (25%) and questions apparently not related to the position (25%).



Graph 8: Most difficult questions to be asked in interviews (for all countries)

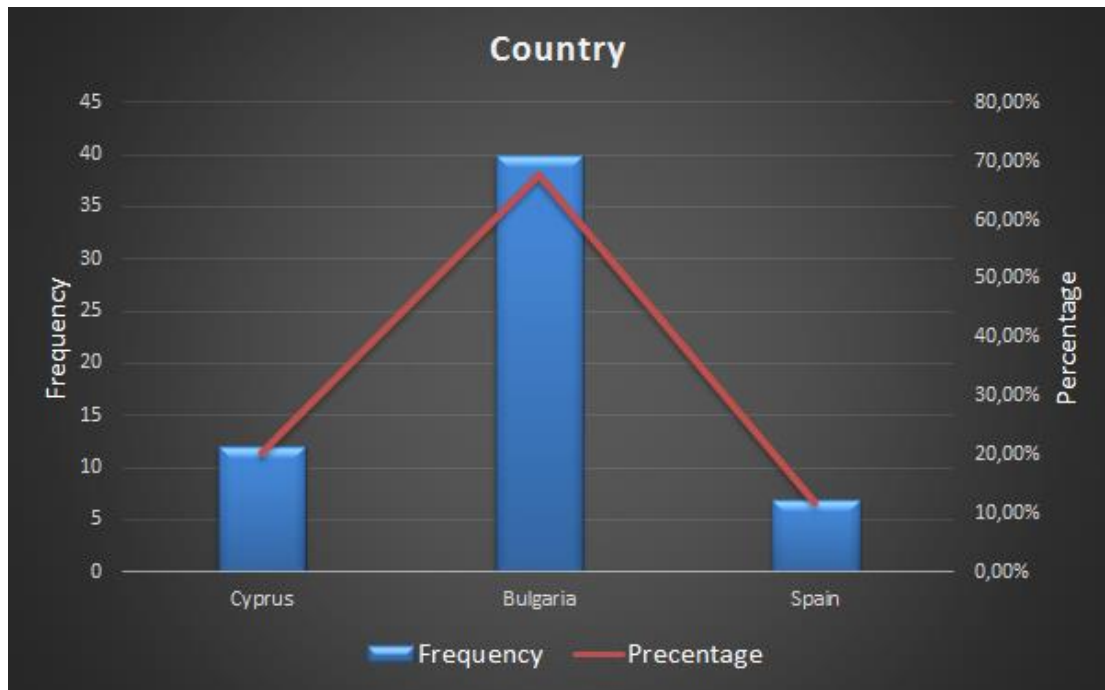
Finally, the target group find that the most useful learning approach is learning by doing (45%).



Graph 9: Most useful ways of learning (for all countries)

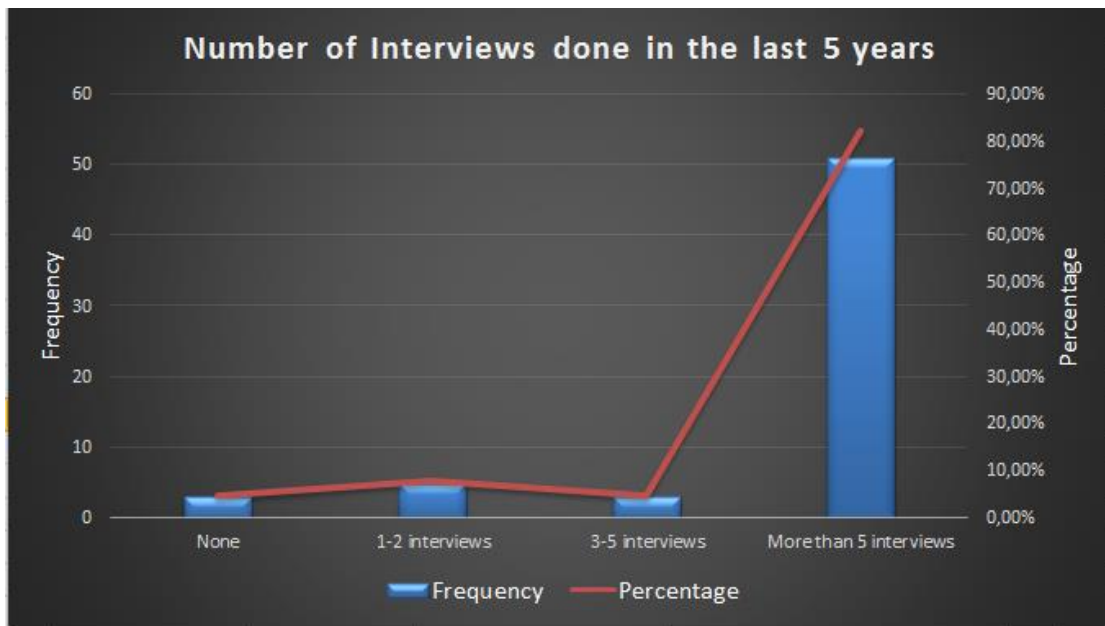
TARGET GROUP 2: TEACHERS, TRAINERS, INTERVIEWERS, HR COUNCILS

The total amount of answers received inside this target group were distributed between Cyprus (more than 20%), Spain (more than 10%) and Bulgaria (almost 70%).



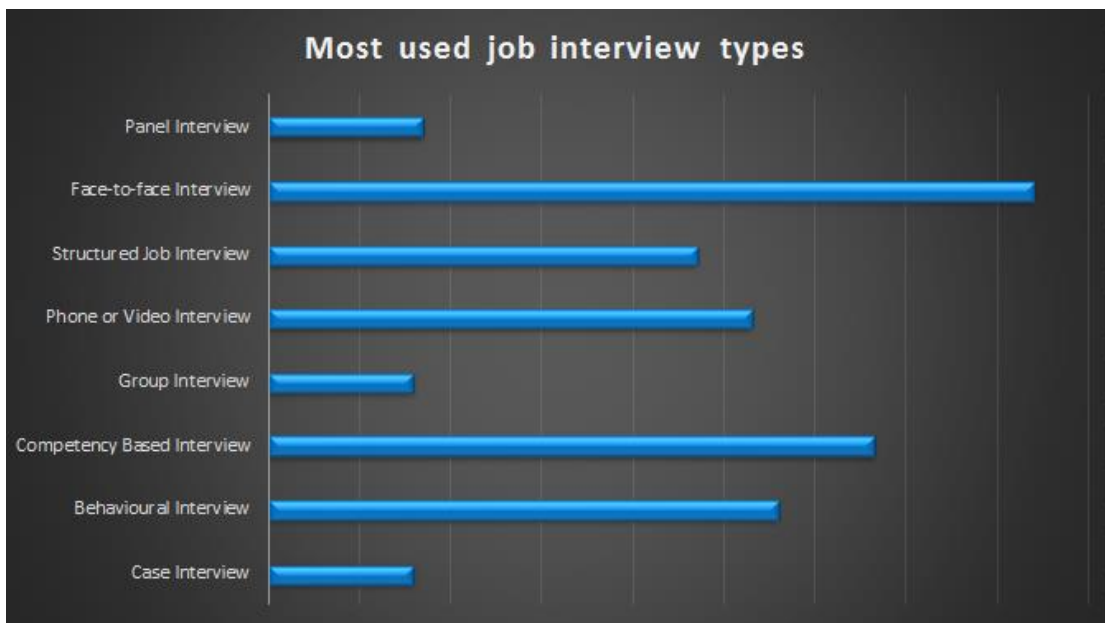
Graph 10: Distribution of participants (per country)

Most respondents have done more than 5 interviews in the last 5 years (80%), which is consistent considering that the target group included people whose profession includes interviewing.



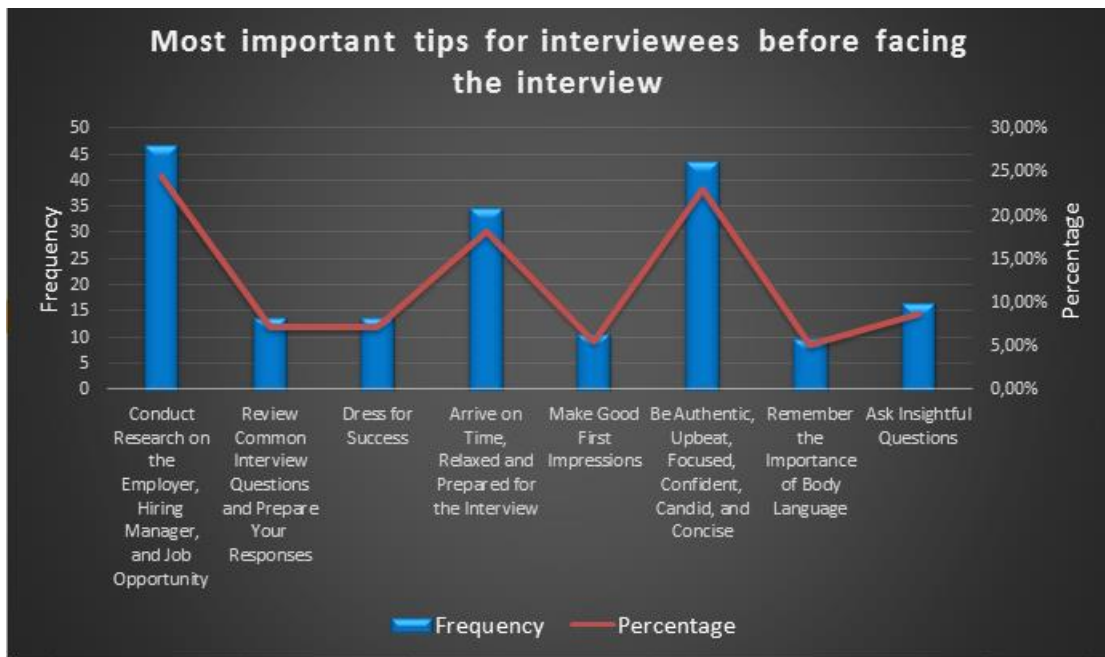
Graph 11: Average number of interviews conducted in the last 5 years by participants (for all countries)

There were different answers related to the most used job interview types, however, there was a common affirmation on face-to-face interviews and competency based interviews.



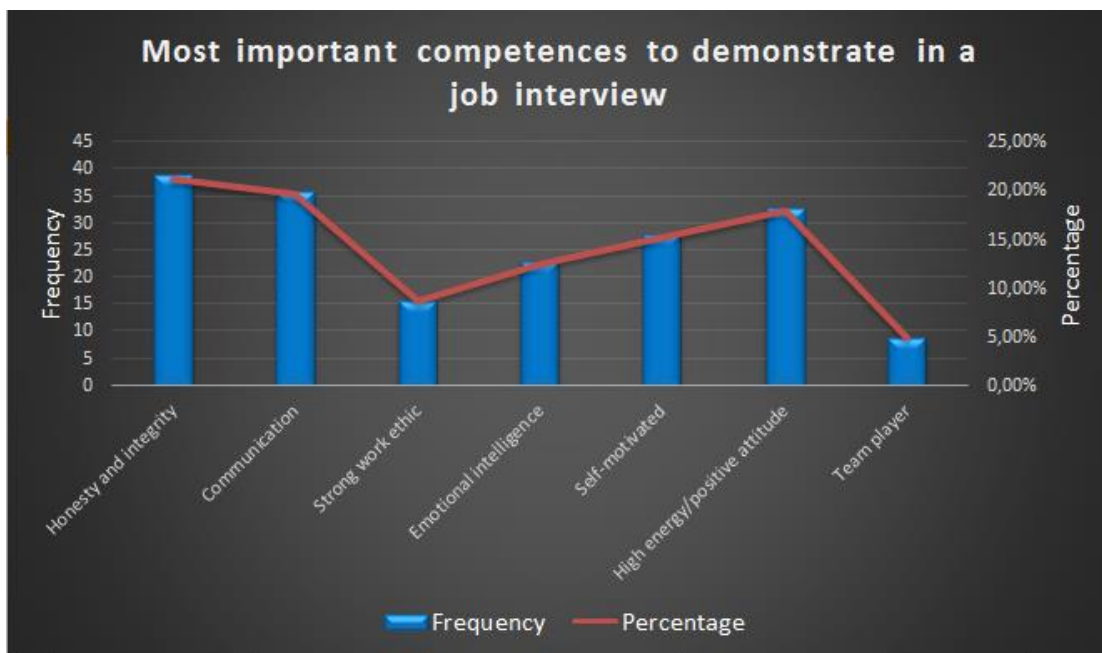
Graph 12: Most used types of job interviews (for all countries)

Regarding the most important tips for interviewees before facing an interview, the target group considered that conducting research on the employer, hiring manager, and job opportunity (more than 25%), being authentic, upbeat, focused, confident, candid and concise (25%) and arriving on time (20%) were the most important ones.



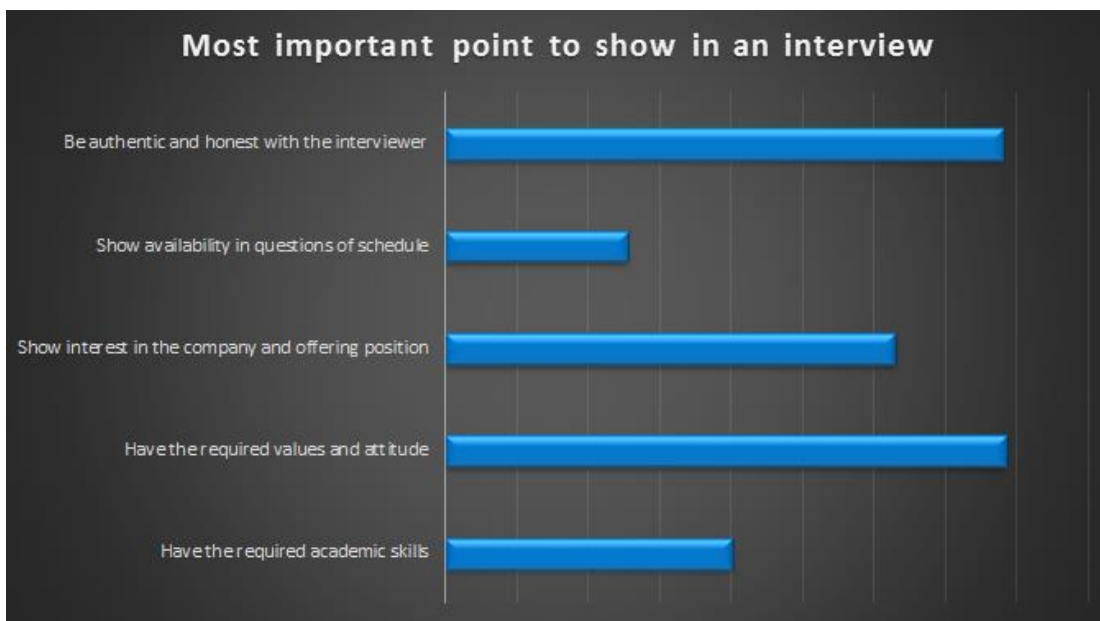
Graph 13: Most important tips for interviewees (for all countries)

Looking at the competences that the target group considered as most important to show in a job interview, there were no large differences between competencies, but the most answered were honesty and integrity (22%) and communication (17%).



Graph 14: Most important competencies for interviewees to demonstrate in job interviews (for all countries)

For the points to show in an interview, a fair amount of answers were received, which could be understood as all points are important; however, being authentic and honest with the interviewer and having the required values an attitude, as well as showing interest in the company and offering position, appear as the ones most chosen.



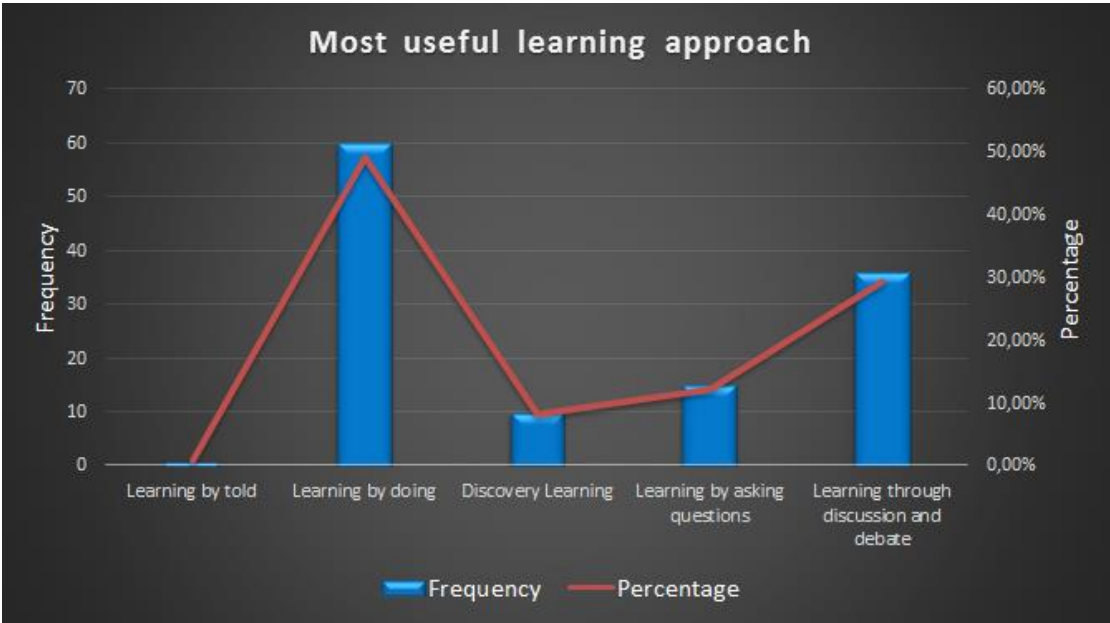
Graph 15: Most important points for interviewees to show in job interviews (for all countries)

This target group considered that the most difficult question to answer for an interviewee were the ones in relation to previous, bad working experiences.



Graph 16: Most difficult questions to ask interviewees (for all countries)

And when asked about the most useful learning approach, learning by doing was shown to be the preferred one (50%).



Graph 17: Most useful learning approach (for all countries)

COMPARISON BETWEEN TARGET GROUPS

After looking at results from both targets it can be seen how in general, the answers given to the questions were coherent in both sides. However, some answers differ a bit in the answers, leading to different thoughts.

When asked about the type of interview, trainers and interviewers asked in a majority that competency based interviews are done, while interviewees did not. This could mean that sometimes interviewees are participating in a competency based interview without being aware of it, which could be a sign of a lack of understanding regarding the types of interviews.

When asked about the most difficult questions to be asked in an interview, interviewers thought that questions related to bad working experiences where the most difficult to answer, and although interviewees put that as the second most difficult, the first one was numerical. This could mean that maybe interviewers are not fully aware of when a question is being extremely difficult to answer for the interviewee. However, it should also be taken into account that not all interviewers use numerical questions since they are not required for many positions, so that could be a reason for the lack of agreement on this answer.

COMBINATIONS OF ANSWERS

In the following points, it will be possible to see how the combination of different answers provided by the respondents allow to see the “way of thinking” of some of the respondents. It allows to set a connection between the answers and to make them more rational for their later use on the project outputs.

COMBINATION 1: TIPS VS IMPORTANT POINTS FOR HR

Those that have selected one of the tips below have also selected “*Have the required values and attitude*” as the most important point to show in an interview:

- *Conduct Research on the Employer, Hiring Manager, and Job Opportunity*
- *Review Common Interview Questions and Prepare Your Responses*
- *Make Good First Impressions*
- *Remember the Importance of Body Language*
- *Ask Insightful Questions*

Based on the tips selected these people are not so relaxed, they like to be in control, they take interviews seriously, they are well prepared, which agree with their selected point: values and attitude.

Those that have selected one of the tips below have selected the “*Be authentic and honest with the interviewer*” as the most important point to show in an interview:

- *Dress for Success*
- *Arrive on Time, Relaxed and Prepared for the Interview*
- *Be Authentic, Upbeat, Focused, Confident, Candid, and Concise*

Based on the tips selected these people are more relaxed and straightforward, perhaps not so well prepared and not so much in control. This also agrees with their selected point: be authentic and honest.

COMBINATION 2: ACTUAL MISTAKES VS PERCEIVED MISTAKES FOR STUDENTS

Those that have selected one of the following:

- *Lie about the CV*
- *Avoid to share information about past professional experiences*
- *Talk about other interviews done at the same time*
- *Arrive late to an interview*
- *Negatively speak about a previous work*

to be the most common mistake done in an interview have also selected “*Ask about the schedule*” to be an action that people see as a mistake in an interview but is not an actual mistake.

Those that have selected one of the following:

- *Do not conduct a research on the Employer, Hiring Manager, and Job Opportunity*
- *Do not previously prepare common/previously shared questions*

to be the most common mistake done in an interview have also selected “*Ask about the wage*” or “*Ask about the schedule*” to be an action that people see as a mistake in an interview but is not an actual mistake.

Those that have selected “*Show no interest on team working*” to be the most common mistake done in an interview have also selected “*Ask about the schedule*” or “*Showing interest in any possibilities of promotion*” to be an action that people see as a mistake in an interview but is not an actual mistake.

Those that have selected “*Negative attitude/apathy*” to be the most common mistake done in an interview have also selected “*Ask about the wage*” to be an action that people see as a mistake in an interview but is not an actual mistake.

COMBINATION 3: ACTUAL MISTAKES VS PERCEIVED MISTAKES FOR

HR

Those that have selected one of the following:

Lie about the CV

Do not conduct a research on the Employer, Hiring Manager, and Job Opportunity

Talk about other interviews done at the same time

Arrive late to an interview

Negatively speak about a previous work

to be the most common mistake done in an interview have also selected “*Showing interest in any possibilities of promotion*” to be an action that people see as a mistake in an interview but is not an actual mistake.

Those that have selected one of the following:

Avoid to share information about past professional experiences

Show no interest on team working

to be the most common mistake done in an interview have also selected the “*Ask about the schedule*” or “*Showing interest in any possibilities of promotion*” to be an action that people see as a mistake in an interview but is not an actual mistake.

Those that have selected one of the following:

Negative attitude/apathy

Do not previously prepare common/previously shared questions

to be the most common mistake done in an interview have also selected the “*Ask about the schedule*” to be an action that people see as a mistake in an interview but is not an actual mistake.

3.WRITE-UPS OF THE COUNTRIES RESULTS

In the following part of the report it will be possible to take a deeper look at the information obtained in each of the countries analyzed, with a comparing between the answers that were provided by the first and the second target. This will allow not only to facilitate the comparison between the different types of interviews done in each country, but also to understand the closeness of opinions between the targets.

3.1. BULGARIA

TEACHERS, TRAINERS, HR COUNCILS

An overall of 40 trainers, HR experts, teachers, career consultants and interviewers from Bulgaria took part in the research. Among them the greatest percentage are HR experts (26,7%), 20% of the participants are Interviewers, VET trainers and teachers, respectively 16,7% each and 10 % are teachers and other type of experts (psychologists for example).

The participants have extensive experience in the field of human resources – 70% of them have been working in this field for more than 5 years, respectively 100% of them have done at least 5 interviews in the past 5 years.

Their answers, based on their experience, can be summarized as follows:

- The three most used types of interviews in Bulgaria are **face-to-face interview**, **competency based interview** and **behavioral Interview**. This data puts Bulgaria mostly aligned with the rest of the partner's countries, as in all cases **face-to-face interview** is the most used type (*more than 50% of the Bulgarian participants mentioned face to face interview as the most used type*) and **competency based interview** appear in all results.
- Looking at the least used types of interviews we find **panel interview** and **group interview**. The opinion of the Bulgarian participants here coincides with the opinion of the participants from Spain, regarding the **panel interview**. The **group interview** is indicated as one of the interviews used most rarely in Bulgaria, as well as in Cyprus.
- Regarding the three most important tips that the respondents would give to interviewees in Bulgaria, the most important tip was to **conduct research on the employer, hiring manager, and job opportunity** - 83,3% have indicated this advice as most important, the secondly most important was to **be authentic, upbeat, focused, confident, candid, and concise**. The third most

important was to **arrive on time, relaxed and prepared for the interview**. This means that the answers match answers from the rest of the countries.

- The least important tip was to **make good first impressions and remember the importance of body language**. **Remember the importance of body language** has been indicated as the least important tip by the Spanish respondents.
- The answers of the Bulgarian participants are various, concerning the three most important competences, which need to be demonstrated during the interview. The answers with the highest percentage are the competences **communication and self-motivated**, followed by **honesty and integrity** and **high energy/positive attitude**, and thirdly **emotional intelligence**. All countries' respondents agreed about **high energy/positive attitude, honesty and integrity** and **communication**.
- However, the least important competences in Bulgaria were **strong work ethic** and **team player**. Responses provided in Cyprus also indicate that **team player** is one of the least important competencies to show. **Strong work ethic** is indicated from Spanish respondents.
- According to the Bulgarian respondents, the most common mistakes done in interviews are **do not conduct a research on the employer, hiring manager, and job opportunity; lie about the CV** and **negative attitude/apathy**. These answers coincide completely with the answers given by the participants from Cyprus, although with changed positions, and partly coincide with the answers on behalf of the Spanish participants.
- Regarding the least common mistakes, in Bulgaria these were: **avoid to share information about past professional experiences; do not previously prepare common/previously shared questions** and **talk about other interviews done at the same time**. The answers matched Cyprus and Spain in one of the two least common mistakes respectively.
- Looking at things considered mistakes by interviewees that are not actual mistakes, Bulgarian respondents thought them to be **showing interest in any**

possibilities of promotion; to **ask about the schedule** and to **ask about the wage**. All countries' responses match in this point.

- The most difficult questions to be asked in an interview according to Bulgarian respondents are **being asked about previous, bad working experiences**. All countries matched in the answer to this question.
- The least difficult question, on the other hand, was considered **being asked numerical questions**. In this case, there is no unanimity between countries; each country's respondents chose something different.
- Moving to the two most useful learning approaches, Bulgarian respondents decided **learning by doing** and **learning through discussion and debate** were the most useful ones. All countries' respondents agreed on these.
- On the other hand, the two least useful learning approaches were considered **learning by told** and **discovery learning**, which were again the same in all countries.
- The two most important points to show in an interview were considered: **be authentic and honest with the interviewer** and to **have the required values and attitude**. All respondents in all countries agreed on these answers.
- Finally, the 3 least useful tips to show in an interview were considered: **show availability in questions of schedule** and **have the required academic skills**. Again, all respondents in all countries answered the same.

Open responses:

When asked about the main difficulties faced during an interview, some of the Bulgarian respondents gave answers, some of which are:

- Unprepared and uninvolved interviewers;
- Fear;
- When asking specific questions, related to the activity of the company, sharing of previous negative experience, defining the strong and weak sides;

- Inadequate behavior when under stress, lack of initial research about the company;
- Being placed in an unusual situation, unexpected question or approach, for which they are not prepared; including other interviewers; switching to a foreign language;
- To be asked about your previous negative experience;
- Being asked “personal opinion” questions;
- Behavior during an interview, inability to define their strengths and goals, lack of clear vision and motivation;
- Negative/Neglectful attitude on behalf of the interviewer. Unrealistic requirements for the position they are applying;
- Inability to manage the subjective perception of stress, respectively the inability to show the best of them and speak calmly, reflecting over the questions;
- The interviewees often create difficulties for themselves by forming unrealistic expectations towards their employers and/or they evaluate their skills and knowledge in a field unrealistically;
- Strong motivation to present themselves as the best candidate;
- Most questions related to the motivation for this work place.

To the question: ***“Please share your best or/and bad practices experience from selected approaches”***, the participants have given the following answers:

- The use of didactic games – learning through doing, in real situations;
- Through discussions and debates a decision can be reached, which is adapted to the organization, in order the same situation/mistake not to be repeated again. On the other hand, learning through experience makes the acquiring of new knowledge more stable. The best practice in this direction is the so called position rotations, which helps employees prepare for job promotion or to be replaced;

- The position I currently hold is the result of a minimum of 6 years learning through doing, and the worst practical experience I've had is learning by asking questions, because the answers are not always adequate;
- The most conscious, fulfilling, long-term and emotional learning is through practical involvement and shared experience;
- Recent training of young people for their behavior during an interview. I placed focus on the practical activities, group work, role play and case study, they asked many questions. It turned out the acquired skills and knowledge, through experience and activity, have been well-acquired after a week. This made me think that the training has been efficient;
- We all know how boring it is to listen to flat and factual information without being able to have a real experience of something.

By observing the results described, it is important to point the following observations:

- The experts from Bulgaria share that the most important tip they would give to the interviewees before going to an interview is to **conduct a research on the employer, hiring manager, and job opportunity**. It can be implied that this comes from their experience, because together with this they have indicated that the most frequent mistake done during an interview is **do not conduct a research on the Employer, Hiring Manager, and Job Opportunity**.
- Similar interconnectedness can be seen in the answers of the respondents regarding the question "**Which are the three most important competences to demonstrate**" – the first ones indicated here are **communication and self-motivated**, the second ones are **honesty and Integrity and high energy/positive attitude**. Respectively, one of the most frequent mistakes, which the participants in the questionnaire mention can be seen during the interview, is **negative attitude/apathy**, which corresponds to the idea of **high energy/positive attitude and self-motivated** being among the most important competences, to be

demonstrated. Another mistake is ***lie about the CV***, which corresponds to ***hhonesty and Integrity***.

- It is important to indicate that the answers of the participants from Bulgaria correspond to the answers of participants from Cyprus to a great extent. Comparing the answers with those of their colleagues from Spain, there is a partial overlap.

STUDENTS, UNEMPLOYED

An overall of 29 participants from Bulgaria have filled in this questionnaire. 55,2% of them are students, 17,2% unemployed, the other 27,6% have given another as an answer – most often working student. The highest percentage of participants are between the age of 18-25 (62,1%), 24,1% are between the age of 26 and 40 and the other 13,8% are between 41-65 years old.

17,2% of the participants base their answers on an extensive experience in going to interviews – these participants have gone to more than 5 interviews in the past 5 years, and 51,7% of them have gone to 3 to 5 interviews.

The answers of the students and the unemployed, who have participated in the questionnaire, could be summarized as follows:

- The interviews they have attended the most were ***face-to-face interviews*** and ***interview with a predetermined set of questions***, while the ones they have attended the least are ***panel Interview***. These answers match completely with the information provided by Spanish respondents.
- The three tips they consider as most important before going to an interview are: ***conduct research on the employer, hiring manager, and job opportunity; be authentic, upbeat, focused, confident, candid and concise and arrive on time, relaxed and prepared for the interview***. Responses from Cyprus and Greece were similar but had a different priority, while the responses from Spain showed agreement with the first and third tips respectively. On the other side, the least important tip is to ***review common***

interview questions and prepare your responses. These do not match any of the answers provided in the rest of countries.

- Looking at the three most important competences that respondents think they have to show, in Bulgaria they were considered: **communication; self-motivated**; and equally **team player and honesty and integrity**. Contrarily, the least important competences were thought to be: **high energy/positive attitude and strong work ethic**. Some of the important competences like **communication** and **honesty and integrity** appear in all the countries' answers. What is interesting here that the Bulgarian participants have indicated here **high energy/positive attitude** as one of the competences that is least important, while the participants from all the other countries have indicated it as one of the most important competences to be demonstrated during an interview.
- Moving to the points considered as most common mistakes by respondents, we find: **negative attitude/apathy; lie about the CV** and **negatively speak about a previous work**. The least common mistakes, on the other hand, are thought to be: **do not previously prepare common/previously shared questions** and **show no interest on team working**. In all countries the answers more or less to match on both points.
- Talking about facts that might be considered as mistakes but are not real mistakes, Bulgarian respondents answered: **ask about the wage; showing interest in any possibilities of promotion and ask about the schedule**. The two potential mistakes that are more likely to be mistakes in their opinion are: **do not previously prepare common/previously shared questions** and equally, **talk about other interviews done at the same time** and **do not dress according to the proper dress code and arrive late to an interview**. In both cases there are some similarities regarding the answers of the other countries respondents' but not real uniformity. In the first case **ask about the schedule** is present in the answers of all countries.

- The type of question that Bulgarian respondents consider most difficult is ***being asked numerical questions***, and the least difficult ***being asked “personal opinion” questions***. There are only similarities in the answer of the most difficult question with Spain. For the least difficult question there is similarity in the answers from respondents in Cyprus, Greece and Bulgaria.
- Looking at learning approaches, Bulgarian respondents see as more useful ***learning by doing*** and ***learning through discussion and debate***. Contrarily, the least useful were seen: ***learning by constantly answering questions*** and ***learning by told***. This point was pretty unanimous in all countries, with learning through discussion and debate being the only one that does not appear in all countries.
- Finally, the 3 least useful tips that are generally given when facing an interview are: ***review common interview questions and prepare your responses***; ***remember the importance of body language*** and ***make good first impressions***. Although there are no unanimous answers, they are similar in all countries.

Open responses:

When being asked about the main difficulties faced during an interview, some respondents gave answers, those being:

- Questions out of their field of work;
- Discomfort on my behalf; not enough information about the position from the employer who is afterwards asking specific questions about it;
- Tensed atmosphere and unwelcoming environment;
- Rude and unprofessional attitude;
- The interviewer is not prepared enough about the position and hasn't looked through my CV;
- Coping with nervousness;
- To state the salary that I would like to receive;
- The lack of skill of the company representative to lead the interview;

- Why have you been unemployed in the last 1-2 years?

Regarding the open question related to sharing best or/and bad practices' experience from the selected approaches, the following answers were given:

- My best experience during an interview is honesty, kindness, positive attitude and the smile;
- Finding answers on my own is a good option for personal development, but delays the work process;
- I have always managed to learn and remember the information more easily through discussions;
- My worst experience is related to asking questions. In the beginning of a new job, my colleagues thought I was asking about things that are not my business or were telling me that I am not asking the right person. My best experience is related to learning through doing – if it doesn't work out from the first time, it will work out from the second;
- In the practice you often learn activities, which leads to lack of theoretical competence and ability to create the most functional way to act for you. Bad experience when making an induction in working with a software product. The trainer does not reveal the mechanism of administration and functioning;
- When asking questions and opening independently, the answers are not clear, and when listening for a long time, the concentration is being lost;
- The best approach is always to have a smile on your face!
- My positive experience recently from the listed approaches is related to trainings, intervisions and personal experience during the trainings, that I participate in.

By writing down the summarized answers provided by the students and the unemployed from Bulgaria, the following can be noted:

- ***Review common interview questions and prepare your responses*** is an advice considered by the participants as not useful. It has been indicated first

as the least important tip when preparing for a job interview, and second has been indicated it as the most important when answering the question: “*Choose the least useful tips generally given when facing an interview*”.

- If we think of the fact that the participants think that one of the least important competences which has to be demonstrated during the interview is High energy/positive attitude, at the same time Negative attitude/apathy has been indicated as the most frequently made mistake during an interview, we can assume that the Negative attitude/apathy doesn't need to be substituted with High energy/positive attitude, but rather with being Authentic, Upbeat, Focused, Confident, Candid, and Concise (the last one has been indicated as being the most important guideline when preparing an interview)
- When comparing the answers of the participants from Bulgaria with those of the participants from other countries, we observe matching of some of the answers.

TEACHERS, TRAINERS, HR COUNCILS vs. STUDENTS, UNEMPLOYED

Looking at the comparison between the two surveys conducted in Bulgaria, it is possible to extract the following similarities and differences:

- **Face-to-face Interview** is pointed as the one mostly used job interview from the two target groups. The type of interview that is the least used according both groups is the **panel Interview**;
- Full matching in the answers can be noticed regarding the two most important tips during the job interview preparation. According to both target groups these are: **conduct research on the employer, hiring manager, and job opportunity and be authentic, upbeat, focused, confident, candid, and concise**. Regarding the least important tip, the answer of the participants from the two groups mismatch.
- The participants from both target groups are think the same that **communication and self-motivated** are the two most important

competences to be demonstrated during the job interview. This means that the people who are looking for a job are aware and familiar to a certain extent with the requirements and preferences of the Interviewers. „To a certain extent” because, although the answers for the first two competences match, an interesting mismatch is also noticed: TEACHERS, TRAINERS, HR COUNCILS pointed **high energy/positive attitude** as most important competences, which students and unemployed point as least important competence. A certain possibility here is for both target groups to perceive the terms **High energy/positive attitude** differently, especially having in mind the assumption that was made in the previous chapter.

- Regarding the two most common mistakes during an interview, the opinion of both target groups match only about **lie about the CV**. Regarding the next most common mistake, as well as the least common mistake, their opinions differ. This can be considered as a necessity for people who are looking for a job to receive more information about their way of self-presenting during the job interview, as well as more information what experts observe and understand as a mistake during the interview.
- Regarding “mistakes” that are not real mistakes, there is a match in both questionnaires, meaning that interviewees correctly recognize that those points are not mistakes and they can talk about them in an interview. These points were **showing interest in any possibilities of promotion** and **ask about schedule**
- A mismatch in opinions is noticed regarding the question which from the following questions, that could be asked during the interview, you consider as "difficult questions. The students and unemployed people consider such questions as **numerical questions**, but the TEACHERS, TRAINERS, and HR COUNCILS consider these questions as least difficult questions that could be asked in an interview. We can reflect again weather the term „**numerical questions**” is perceived in the same way as well as weather the people

interviewed would present themselves better than they think when answering numerical questions. In the same time the group of unemployed people and students need to prepare better if asked questions about previous or bad working experiences, because HR experts point them as the most difficult questions that could be asked during a job interview.

- Learning by doing and Learning through discussion and debate are the approaches, which are pointed from both target groups as the two most useful learning approaches.

3.2. CYPRUS

TEACHERS, TRAINERS, HR COUNCILS

From a total of 12 surveys collected in Cyprus, it was possible to extract the following information regarding interviews in the country:

- The three most used types of interviews in Cyprus are **face-to-face interviews, competency based interviews** and **phone or video interviews**. This data puts Cyprus mostly aligned with the rest of the partner's countries, as in all cases face-to-face interview is the most used type and competency based interviews appear in all results.
- Looking at the least used types of interviews we find **group interview** and **case interview**. In this case answers are different from the rest of the countries, although it matches with Bulgaria in group interview.
- Regarding the three most important tips that the respondents would give to interviewees in Cyprus, the most important tip was to **conduct research on the employer, hiring manager, and job opportunity**, the secondly most important was to **be authentic, upbeat, focused, confident, candid, and concise**. The third most important was to **arrive on time, relaxed and prepared for the interview**. This means that the answers match answers from the rest of the countries.
- The least important tip was to **review common interview questions and prepare your responses**. There is no uniformity for this point of the survey with the different countries answers.
- Moving to the most important competences to show in an interview, Cypriot respondents considered them to be **honesty and integrity, communication** and **high energy/positive attitude**. All countries' respondents agreed on the same important competences.

- However, the least important competences in Cyprus were to be **self-motivated** and a **team player**. Responses provided in Bulgaria also indicate that team player is one of the least important competencies to show.
- According to the Cypriot respondents, the most common mistakes done in interviews are to **lie about the CV** and to show a **negative attitude/apathy**. Equally, the third most common mistakes were **do not conduct a research on the employer, hiring manager, and job opportunity** and to **negatively speak about a previous work**. Although they do not completely match the information provided by the other countries' respondents in terms of their position, all of them appear in their answers.
- Regarding the least common mistakes, in Cyprus these were: **talk about other interviews done at the same time** and to **show no interest on team working**. The answers matched Bulgaria and Spain in one of the two least common mistakes respectively.
- Looking at things considered mistakes by interviewees that are not actual mistakes, Cypriot respondents thought them to be **showing interest in any possibilities of promotion**; to **ask about the schedule** and to **ask about the wage**. All countries' responses match in this point.
- The most difficult questions to be asked in an interview according to Cypriot respondents are **being asked about previous, bad working experiences**. All countries matched in the answer to this question.
- The least difficult question, on the other hand, was considered **being asked questions apparently not related to the position**. In this case, there is no unanimity between countries; each country's respondents chose something different.
- Moving to the two most useful learning approaches, Cypriot respondents decided **learning by doing** and **learning through discussion and debate** were the most useful ones. All countries' respondents agreed on these.

- On the other hand, the two least useful learning approaches were considered **learning by told** and **discovery learning**, which were again the same in all countries.
- The two most important points to show in an interview were considered: **be authentic and honest with the interviewer** and to **have the required values and attitude**. All respondents in all countries agreed on these answers.
- Finally, the 3 least useful tips to show in an interview were considered: **show availability in questions of schedule** and **have the required academic skills**. Again, all respondents in all countries answered the same.

STUDENTS, UNEMPLOYED

From a total of 21 surveys collected in Cyprus, it was possible to extract the following information regarding the view that students and unemployed have of interviews in Cyprus:

- The interviews they have attended the most were **face-to-face interviews** and **panel interviews**, while the ones they have attended the least are **group interviews**. Face-to-face interviews were also the most attended for the Bulgarian and Spanish respondents.
- The three tips they consider as most important before going to an interview are: **arrive on time, relaxed and prepared for the interview; be authentic, upbeat, focused, confident, candid, and concise** and **conduct research on the employer, hiring manager, and job opportunity**. Responses from Bulgaria were similar but had a different priority, while the responses from Spain showed agreement with the first and third tips respectively. On the other side, the least important tips were equally to **remember the importance of body language** and to **ask insightful questions**. These do not match any of the answers provided in the rest of countries.
- Looking at the three most important competences that respondents think they have to show, in Cyprus they were considered: **honesty and integrity; high energy/positive attitude**; and equally **team player** and **communication**.

Contrarily, the least important competences were thought to be: **emotional intelligence** and **self-motivated**. Although some of the important competences appear in all the countries' answers, there is more similarity to the responses from Spain.

- Moving to the points considered as most common mistakes by respondents, we find: **lie about the CV; negative attitude/apathy**; and equally **do not conduct a research on the employer, hiring manager, and job opportunity**, to **talk about other interviews done at the same time** and to **negatively speak about a previous work**. The least common mistakes, on the other hand, are thought to be: **avoid to share information about past professional experiences** and **do not previously prepare common/previously shared questions**. In all countries the answers more or less to match on both points.
- Talking about facts that might be considered as mistakes but are not real mistakes, Cypriot respondents answered: **ask about the schedule; showing interest in any possibilities of promotion; go to an interview without the required academic preparation but the required values and skills**. The two potential mistakes that are more likely to be mistakes in their opinion are: **talk about other interviews done at the same time** and equally, **do not dress according to the proper dress code** and **avoid to share information about past professional experiences**. In both cases there are some similarities regarding the answers of the other countries respondents' but not real uniformity.
- The type of question that Cypriot respondents consider most difficult is **being asked questions apparently not related to the position**, and the least difficult **being asked "personal opinion" questions**. There are only similarities in the answer of the most difficult question between Spain and Bulgaria. For the least difficult question there is similarity in the answers from respondents in Cyprus and Bulgaria.

- Looking at learning approaches, Cypriot respondents see as more useful ***learning by doing*** and ***learning by discovering the answers by yourself***. Contrarily, the least useful were seen: ***learning by constantly answering questions*** and ***learning by told***. This point was pretty unanimous in all countries, with learning through discussion and debate being the only one that does not appear in all countries.
- Finally, the 3 least useful tips that are generally given when facing an interview are: ***ask insightful questions; review common interview questions and prepare your responses*** and ***remember the importance of body language***. Although there are no unanimous answers, they are similar in all countries.

Open responses:

- When being asked about the main difficulties faced during an interview, some respondents gave answers, those being:
 - An interviewer not understanding my questions and answers and drawing on their own interpretation of what it meant and believing this interpretation. Being interviewed for a position where I did not know the main language of the organisation as it felt that I was already placed on the back foot by the interviewers because of that.
 - I'm a very anxious person and sometimes I may lose my words.
 - Keeping calm and reading in between lines.
 - Lack of friendly environment – “Intimacy” missing between future employee and employer.
 - Doing an exercise/task in the given moment.
 - The one doing the interview, not knowing what he is actually offering.
 - Anxiety.
- Regarding the open question related to sharing best or/and bad practices' experience from the selected approaches, the following answers were given:
 - By learning by doing or discovering the answers by yourself. It does take longer but the effort of trying and going into investigation makes

the lesson that stronger and memorable. You just need to be supported by people that are willing to allow you to make mistakes.

- Best is to do a phone interview and the worst is an online questionnaire.
- The worst is a phone interview with technical questions.
- Honesty and being straight forward was making everything easy and clear.

TEACHERS, TRAINERS, HR COUNCILS vs. STUDENTS, UNEMPLOYED

Looking at the comparison between the two surveys conducted in Cyprus, it is possible to extract the following similarities and differences:

- For the two most important tips there is agreement for only one of these; ***be authentic, upbeat, focused, confident, candid, and concise***. There is also a difference of perspective for the least important tip. For STUDENTS/UNEMPLOYED it was equally to ***remember the importance of body language*** and to ***ask insightful questions***. For TEACHERS/TRAINERS/HR COUNCILS it was to ***review common interview questions and prepare your responses***.
- The most important competence (***honesty and integrity***) matches in both cases, although the second most important competence differs. The least important competence does not match either. For STUDENTS/UNEMPLOYED it was ***emotional intelligence*** and for TEACHERS/TRAINERS/HR COUNCILS it was to be ***self-motivated***.
- The most common mistakes done in interviews match between questionnaires, which means that people attending interviews as interviewees can properly recognise the mistakes they are doing. However, the least common mistake differs. For STUDENTS/UNEMPLOYED it was ***avoid to share information about past professional experiences*** and for TEACHERS/TRAINERS/HR COUNCILS it was to ***talk about other interviews done at the same time***.

- Regarding “mistakes” that are not real mistakes, there is again a match in both questionnaires, meaning that interviewees correctly recognise that those points are not mistakes and they can talk about them in an interview. These points were showing ***interest in any possibilities of promotion and ask about schedule.***
- Talking about the most and least difficult questions to be asked in an interview, there is a disparity between the questionnaires. For STUDENTS/UNEMPLOYED the most difficult was ***being asked questions apparently not related to the position*** and for TEACHERS/TRAINERS/HR COUNCILS it was ***being asked about previous, bad working experience.*** The least difficult for STUDENTS/UNEMPLOYED was ***being asked “personal opinion” questions*** and for TEACHERS/TRAINERS/HR COUNCILS it was ***being asked questions apparently not related to the position.*** It is noteworthy that there is a disconnect between the two questionnaires for questions that are apparently not related to the position; with STUDENTS/UNEMPLOYED mentioning that these are the most difficult and TEACHERS/TRAINERS/HR COUNCILS mentioning that they are the least difficult. This could indicate that interviewers are not aware of the real difficulty that interviewees experience with these types of questions.
- For the two most useful learning approaches there is agreement for only one of these; ***learning by doing.*** There is also a difference of perspective for the least useful learning approach. For STUDENTS/UNEMPLOYED it was ***learning by constantly answering questions.*** For TEACHERS/TRAINERS/HR COUNCILS it was ***learning by told.*** It is noteworthy that there is agreement for the most useful learning method.

3.3. GREECE

TEACHERS, TRAINERS, HR COUNCILS

CTI was not included Teachers Trainers and HR Councils in its selected target group.

STUDENTS, UNEMPLOYED

From a total of 15 questionnaires collected in Greece, it was possible to extract the following information regarding the view that students and unemployed have of interviews in Greece:

- The interviews they have attended the most were **face-to-face interviews** and **group interviews** while the ones they have attended the least are **interviews with a predetermined set of questions**. Face-to face interviews were also the most attended for the Bulgarian, Cypriot and Spanish respondents. Group interviews however, were selected only by Greek responders as the second common type of interview. Thus this answer does no match any of the answers provided in the rest of countries. With respect of the interviews they have attended the least are **interviews with a predetermined set of questions**. Again this type of interview was selected only by Greek responders and does not match any of the answers provided in the rest of countries
- The three tips they consider as most important before going to an interview are: **Be Authentic, Upbeat, Focused, Confident, Candid, and concise; Arrive on Time, Relaxed and Prepared for the Interview; Conduct Research on the Employer, Hiring Manager, and Job Opportunity** and equally **Make Good First Impressions**. Responses from Cyprus and Bulgaria were similar but had a different priority, while the responses from Spain showed agreement with the second and third tips respectively. On the other side, the least important tips were equally **to Dress for Success and**

Remember the Importance of Body Language which match with Spain and Cyprus choices respectively

- Looking at the three most important competences that respondents think they have to show, in Greece they were considered: **Honesty and integrity and equally Communication; high energy/positive attitude** and **team player**. Those answers are similar with Cyprus and-with a different priority- with Bulgaria and Spain. Contrarily, the least important competences were thought to be: **Emotional intelligence** and equally **Self-motivated** and **Strong work ethic**. Although some of the important competences appear in all the countries' answers, there is more similarity to the responses from Cyprus and Spain and least with Bulgaria.
- Moving to the points considered as most common mistakes by respondents, we find: **lie about the CV; negative attitude/apathy** and **Arrive late to an interview**. The least common mistakes, on the other hand, are thought to be: **Do not conduct a research on the Employer, Hiring Manager, and Job Opportunity; Do not previously prepare common/previously shared questions** in all countries the answers more or less to match on both points.
- Talking about facts that might be considered as mistakes but are not real mistakes, Greek respondents answered: **Ask about the wage** and equally **ask about the schedule; showing interest in any possibilities of promotion; go to an interview without the required academic preparation but the required values and skills**. The two potential mistakes that are more likely to be mistakes in their opinion are: **Talk about other interviews done at the same time; Arrive late to an interview; Do not previously prepare common/previously shared questions** and equally **avoid sharing information about past professional experiences**. In the first case the answers are the same with Cyprus and in the second cases there are similarities with Cyprus and Spain
- The type of question that Greek respondents consider most difficult is **being asked about the knowledge held on the company**, and the least difficult

being asked “personal opinion” questions. There are only similarities in the answer of the most difficult question between Spain and Bulgaria. For the least difficult question there is similarity in the answers from respondents in Greece, Cyprus and Bulgaria.

- Looking at learning approaches, Greek respondents see as more useful **learning by doing** and **learning through discussion and debate**. Contrarily, the least useful were seen: **learning by told** and **learning by constantly answering questions**. This point was pretty unanimous in all countries
- Finally, the 3 least useful tips that are generally given when facing an interview are: **ask insightful questions; review common interview questions and prepare your responses** and **dress for success**. Although there are no unanimous answers, they are similar in all countries.

Open responses:

- When being asked about the main difficulties faced during an interview, one respondent gave the following answers:
 - An inappropriate expression of erotic interest from the interviewer
- Regarding the open question related to sharing best or/and bad practices' experience from the selected approaches, Greek responders preferred not to reply

3.4. SPAIN

TEACHERS, TRAINERS, HR COUNCILS

From a total of 7 surveys collected in Spain, it was possible to extract the following information regarding interviews in the country:

- The three most used types of interviews in Spain are **face-to-face interviews, Behavioral interviews and Competency based interviews**. This data puts Spain mostly aligned with the rest of the partner's countries, as in all cases face-to-face interview is the most used type and competency interviews appear in all results.
- Looking at the least used types of interviews we find **panel interview and phone or video interview**. In this case answers are different from the rest of the countries, although it matches with Bulgaria in Panel Interview.
- Regarding the three most important tips that the respondents would give to interviewees in Spain, respondents were not in line with the answers, which means that although the most important tip for them is to **arrive on time, relaxed and prepared for the interview**, the secondly most important was battled between different options: **conduct research on the employer, hiring manager, and job opportunity; review common interview questions; prepare your responses and make good first impressions**. The third most important was **to be authentic, upbeat, focused, confident, candid, and concise**. This means that the answers match most answers from the rest of the countries due to the different opinions.
- The least important tip was again not unanimous; the least used answers in Spain were **dress for success; remember the importance of body language; ask insightful questions**. There is no uniformity in this point of the survey along the different country's answers.

- Moving to the most important competences to show in an interview, Spanish respondents considered them to be **high energy/positive attitude; honesty and integrity and communication**. All countries' respondents agreed on the same important competences.
- However, the least important competences in Spain were **emotional intelligence and strong work ethic**, and they do not match with the responses provided in the other countries.
- According to the Spanish respondents, the most common mistakes done in interviews are **arrive late to an interview; negatively speak about a previous work; lie about the cv and showing negative attitude/apathy**. Although they do not completely match the information provided by other countries' respondents in position, all of them apart from the first one appear in their answers.
- Regarding the least common mistakes, in Spain they were: **show no interest on team working; avoid to share information about past professional experiences and do not previously prepare common/previously shared questions**. The last answers given were similar to the ones provided in other countries, although show no interest on team working did not appear.
- Looking at things considered mistakes by interviewees that are not actual mistakes, Spanish respondents thought them to be **ask about the wage; ask about the schedule and showing interest in any possibilities of promotion**. All countries' responses match in this point.
- The most difficult questions to be asked in an interview according to Spanish respondents are **being asked about previous, bad working experiences and being asked "personal opinion" questions**. All countries matched in the answer to this question.
- The least difficult question, on the other hand, was considered **being asked about the knowledge held on the company**. In this case, there is no unanimity between countries; each country's respondents chose something different.

- Moving to the two most useful learning approaches, Spanish respondents decided ***learning by doing and learning through discussion and debate*** were the most useful ones, followed by learning by asking questions. All countries' respondents agreed on the two firsts.
- On the other hand, the two least useful learning approaches were considered ***learning by told and discovery learning***, again the same in all countries.
- The two most important points to show in an interview were considered: ***have the required values and attitude and be authentic and honest with the interviewer***. All respondents in all countries agreed on this answers.
- Finally, the 3 least useful tips to show in an interview were considered: ***show availability in questions of schedule and have the required academic skills***. Again, all respondents in all countries answered the same.

Open responses:

- When being asked about the main difficulties faced during an interview, some respondents gave answers, those being:
 - Uncomfortable personal questions.
 - Trusting themselves

STUDENTS, UNEMPLOYED

From a total of 20 surveys collected in Spain, it was possible to extract the following information regarding the view that students and unemployed have of interviews in Spain:

- The interviews they have attended the most were ***face to face interviews and interviews with a predetermined set of questions***, while the ones they have attended the least are ***panel interviews***. They match with the information provided by Bulgarian respondents.
- The three tips they consider as most important before going to an interview are: ***arrive on time, relaxed and prepared for the interview; conduct research on the employer, hiring manager, and job opportunity; review***

common interview questions and prepare your responses. The first two are common in all countries' answers. On the other side, the least important tip was considered **dress for success**, which does not fit the answers provided in the rest of countries.

- Looking at the three most important competences that respondents think they have to show, in Spain they were considered: **high energy/positive attitude; team player; honesty and integrity and communication.** Contrarily, the least important competences were thought to be: **emotional intelligence and self-motivated.** Although some of the important competences appear in other countries' answers, there are no real resemblances in the responses.
- Moving to the points considered as most common mistakes by respondents, we find: **negative attitude/apathy; lie about the CV; show no interest on team working and negatively speak about a previous work.** The least common mistakes, on the other hand, are thought to be: **do not previously prepare common/previously shared questions and avoid to share information about past professional experiences.** In all countries the answers more or less match in both points.
- Talking about facts that might be considered as mistakes but are not real mistakes, Spanish respondents answered: **ask about the schedule; ask about the wage; showing interest in any possibilities of promotion.** The two potential mistakes that are more likely to be mistakes in their opinion are: **do not dress according to the proper dress code and arrive late to an interview.** In both cases there are some similarities regarding the answers but not real uniformity.
- The type of question that Spanish respondents consider most difficult is **being asked numerical questions**, and the least difficult **being asked about the knowledge held on the company.** There are only similarities in the answer of most difficult question between Spain and Bulgaria.
- Looking at learning approaches, Spanish respondents see as more useful **learning by doing and learning through discussion and debate.** Contrarily,

the least useful were seen: ***learning by told and learning by constantly answering questions***. This point was pretty unanimous in all countries, with learning through discussion and debate being the only one that does not appear in all countries.

- Finally, the 3 most important tips that are generally given when facing an interview are: ***ask insightful questions; dress for success and remember the importance of body language***. Although there is no unanimous answers, they are similar in all countries.

Open responses:

- When being asked about the main difficulties faced during an interview, some respondents gave answers, those being:
 - Spontaneous questions, for example, give me a marketing slogan of this product.
 - Being nervous
- Regarding the open question related to sharing best or/and bad practices' experience from the selected approaches, one respondent gave the following answer: if they do not let you do something is probable that you will not learn; it is something I've seen many times

TEACHERS, TRAINERS, HR COUNCILS vs. STUDENTS, UNEMPLOYED

Looking at the comparison between the two surveys conducted in Spain, it is possible to extract the following similarities and differences:

- Both the most important and least important tips match in both cases.
- The most important competence (***high energy/positive attitude***) matches in both cases, although not the second. The least important competence (***emotional intelligence***) matches as well.
- The most common mistakes done in interviews differ between questionnaires, which could mean that people attending interviews as interviewees do not properly see the mistakes they are doing. However, the least common mistake

matches (***do not previously prepare common/previously shared questions***).

- Regarding “mistakes” that are not real mistakes, there is again a match in both questionnaires, meaning that interviewees correctly see that those points are not mistakes and they can talk about them in an interview (***ask about schedule and wages***).
- Talking about the most and least difficult questions to be asked in an interview, although the least difficult matches the most difficult does not, which could mean that interviewers are not aware of the real difficulty that interviewees face when ***being asked numerical questions***.
- The most and least useful learning approaches totally match in both cases, which means that teachers and students have similar opinions regarding learning methods.
- Finally, there were no matches in the answers provided in the open questions.

3.5. CONCLUSIONS

When looking at the comparisons between the different answers provided by each target in the partner's countries, it is possible to extract some similarities and differences, which at the same time allow to find some conclusions.

- Although the most common answer given to the ***most and least usual type of interview matches in all countries and targets***, interviewers also pointed in general to other types of interview that interviewees did not take into account. This could mean that in some cases ***interviewees are not aware of the type of interview that is being conducted***, thus unable to properly prepare for it.
- There is also a general ***agreement on the best tips to receive before the interview***; on other words, interviewees are mainly aware of what they need to prepare before the interview. However, this did ***not*** happen ***regarding the tips when facing the interview***, which could mean that ***interviewees do not really know what the interviewers pay attention to during the interview***. Regarding the “least useful” tip, there was not a clear, common answer, which could be understood as “there are not useless tips”.
- Looking at ***competences*** searched in an interview, although answers matched in some cases there were as well ***different opinions***. In other words, ***interviewees*** might ***not*** be ***fully aware of what interviewers are looking for*** in relation to ***competences***.
- Moving on to ***mistakes*** to avoid in an interview, there was a ***general agreement*** on the answers provided. This means, ***interviewees know what mistakes they need to avoid*** when being in an interview. At the same time, when given a list of actions that are popularly considered as mistakes to avoid in an interview, but which are not mistakes and can be freely ask or done, there is again a general agreement on the answers. ***Interviewees are not confused on whether certain things are or not real mistakes***. However,

there was not a common answer to the points of this list that were actual mistakes in either side; this could mean that no one is sure about it.

- Regarding the ***most and least difficult questions*** that can be asked in an interview, ***answers did not match*** among countries. This means, ***interviewers are not aware of what is considered as difficult by an interviewee.***
- Both targets ***agree on the least and most useful learning approaches***, so the answered approaches are good to work on.

4.FINAL RECOMMENDATIONS

After the intensive analysis delivered by all partners in the opinions and beliefs of the selected targets regarding the different points related to interviews expressed previously in this report, it is possible to reach several conclusions and recommendations to proceed with the delivery of outputs in the project.

Generally, the main conclusion that can be obtained from all the information collected is that the opinion of respondents (from both targets) depends heavily on the topic questioned. Although in some topics such as the types of interviews conducted or the mistakes that are not actual mistakes the answers from both targets in all countries mainly match, there are other topics in which not only it is not possible to see a common answer between targets, but neither between countries. Even if failing to have a common response in both targets can be considered as normal, bearing in mind that the opinion regarding interviews that an expert in the subject may have is not the same as the one of a person with no working knowledge, having different answers regarding countries, especially regarding interviewers from each country, is a key point to consider when creating the scenarios. For example, the most chosen answer to the question about the most important competences to demonstrate in an interview vary in each country; even if all of them ended up choosing more or less the same answers, the fact that they gave them a different importance may mean that what is more important in Cyprus may not be that important in Bulgaria or Spain.

For this reason, it should be considered when creating the scenarios different outputs. First of all, the topics that are heavily agreed among targets and countries on their importance should be stressed in the scenarios as their importance has been reassured. Secondly, it would be interesting to point in each scenario a different input in order to ensure that there are possibilities to play with at least one scenario that is highly similar to what the targets from each concrete country have explained to be the situation in interviews there. And thirdly, and most important, there should be a

deep focus on moving the ideas of both targets closer; either to make interviewees better understand what interviewers are expecting in an interview, and to make interviewers understand when are interviewees seen the highest difficulties in an interview.

CONCLUSIONS FOR SCENARIOS

To finalise, these are the main conclusions that should be taken into account when developing the scenarios according to the information obtained through this report:

- It is essential to include scenarios related to face-to-face interviews, as it was considered the most used by both targets.
- It is important also to include scenarios related to competence interviews, since interviewers marked them as important and interviewees did not.
- Competences vary in importance related to the country, but the most chosen were the same in all of them, so they can be used for the scenarios.
- In order to create scenarios that are mainly focused to a concrete country, using their answers, it would be interesting to set the scenario as an interview for a multinational from that concrete country.
- It would also be interesting to create an scenario related to the questions that interviewees consider as most difficult, to help them prepare for them.
- Although the mistakes to avoid seem to be known by the “interviewee” target, it would be interesting to add something related to this topic in the scenarios.
- The learning approach is agreed by all targets (learning by doing).

5.ANNEXES

The questionnaires used for the collection of the information analysed in the report can be found in the following links:

- Questionnaire for HR Councils, trainers...:

https://docs.google.com/forms/d/18DprR0q1OJIX0XVmPmi7x_MiAJThWPnYamn0Dg-A-Gg/edit

- Questionnaire for Students, unemployed...:

<https://docs.google.com/forms/d/1eJTITeFLfPfpCOj5ARMjJoVAFc3Vk8AaOUYVTRYxA1I/edit>

The questionnaires used were translated into the languages of the Project's partners in order to obtain the maximum possible amount of answers.