

Some parts of this thesis may have been removed for copyright restrictions.

If you have discovered material in AURA which is unlawful e.g. breaches copyright, (either yours or that of a third party) or any other law, including but not limited to those relating to patent, trademark, confidentiality, data protection, obscenity, defamation, libel, then please read our [Takedown Policy](#) and [contact the service](#) immediately

INTERVIEWER IMPRESSION FORMATION AND DECISION MAKING
IN THE GRADUATE SELECTION INTERVIEW:
A THEORETICAL AND EMPIRICAL ANALYSIS

VOLUME II

NEIL ROBERT ANDERSON

Doctor of Philosophy

THE UNIVERSITY OF ASTON IN BIRMINGHAM

March 1988

This copy of the thesis has been supplied on condition that anyone who consults it is understood to recognise that its copyright rests with its author and that no quotation from the thesis and no information derived from it may be published without the author's prior, written consent.

LIST OF CONTENTS

VOLUME II

| | <u>Page</u> |
|--|-------------|
| List of Tables and List of Figures | 4 |
| APPENDIX I Meta-Review of Interview Research Studies and Review Papers into Interview Decision Making: 1911 to 1987 | 6 |
| APPENDIX II Pilot Study | 16 |
| APPENDIX III Experiment I: Company Information | 24 |
| APPENDIX IV Experiment I: Job Advertisement | 25 |
| APPENDIX V Experiment I: Job Description | 26 |
| APPENDIX VI Experiment I: Standard Application Form | 28 |
| APPENDIX VII Experiment I: Experimental Instructions for Audiovisual, Audio, and Visual Condition Rating Groups | 32 |
| APPENDIX VIII Experiment I: Experimental Instructions for Transcript Condition Rating Groups | 33 |
| APPENDIX IX Experiment I: Standard Operation Instructions | 34 |
| APPENDIX X Experiment I: Interview Transcript | 35 |
| APPENDIX XI Experiment I: Response Bias to the Adjective Check List | 44 |
| APPENDIX XII Study A: Interviewer Characteristics | 51 |
| APPENDIX XIII Study A: Interviewer Questionnaire | 54 |
| APPENDIX XIV Study A: Interviewee Assessment Form | 57 |
| APPENDIX XV Experiment II: Interviewer Characteristics | 59 |
| APPENDIX XVI Experiment II: Standard Operation Instructions | 62 |
| APPENDIX XVII Experiment II: Profile of Rater Assessments of the Candidate | 63 |
| APPENDIX XVIII Experiment II: Interviewee Personality Assessment (IPA) form | 65 |

| | | |
|----------------|--|----|
| APPENDIX XIX | Experiment III: Interview Script | 66 |
| APPENDIX XX | Experiment III: Experimental Instructions | 69 |
| APPENDIX XXI | Experiment III: Standard Application Form | 70 |
| APPENDIX XXII | Experiment III: Interviewee Assessment Form - Non-verbal Behaviour Scales | 73 |
| APPENDIX XXIII | Experiment III: Interviewer Characteristics | 74 |
| APPENDIX XXIV | Experiment III: Standard Operation Instructions | 77 |
| APPENDIX XXV | Study B: Interviewer Characteristics | 79 |
| APPENDIX XXVI | Study B: Overall Assessment Scales | 82 |

LIST OF TABLES

| | | <u>Page</u> |
|-----------|--|-------------|
| Table TA1 | APPENDIX I: Meta-Review of Research Studies and Review Papers into Interview Decision Making: 1911 to 1987 | 6 |
| Table TA2 | APPENDIX II: Interviewer and Interviewee Non-verbal Behaviour in Simulated Graduate Selection Interviews | 20 |
| Table TA3 | APPENDIX XI: Split-Half Analysis of the Frequency of Adjectives Checked by Subjects | 44 |
| Table TA4 | APPENDIX XI: Percentage Responses and Ten-Item Moving Average on the Adjective Check List | 47 |

LIST OF FIGURES

| | | <u>Page</u> |
|------------|--|-------------|
| Figure FA1 | APPENDIX II: Closed Circuit Television Studio Layout | 18 |
| Figure FA2 | APPENDIX VI: Standard Application Form | 23 |
| Figure FA3 | APPENDIX XI: Initial and Final Responses to Adjective Check List Items | 46 |
| Figure FA4 | APPENDIX XII: Interviewer Characteristics | 52 |
| Figure FA5 | APPENDIX XIII: Interviewer Questionnaire | 54 |
| Figure FA6 | APPENDIX XIV: Interviewee Assessment Form | 57 |

| | <u>Page</u> |
|---|-------------|
| Figure FA7 APPENDIX XV: Interviewer Characteristics | 60 |
| Figure FA8 APPENDIX XVII: Profile of Rater Assessments of the Candidate | 63 |
| Figure FA9 APPENDIX XVIII: Interviewee Personality Assessment form | 65 |
| Figure FA10 APPENDIX XXI: Standard Application Form | 70 |
| Figure FA11 APPENDIX XXII: Interviewee Assessment Form - Non-verbal Behaviour Scales | 73 |
| Figure FA12 APPENDIX XXIII: Interviewer Characteristics | 75 |
| Figure FA13 APPENDIX XXV: Interviewer Characteristics | 80 |
| Figure FA14 APPENDIX XXVI: Overall Assessment Scales | 82 |

TABLE IA1

APPENDIX I

META--REVIEW_OF_RESEARCH_STUDIES_AND_REVIEW_PAPERS_INTQ_INTERVIEW_DECISION_MAKING: 1911_IQ_1987

KEY_IQ_CROSS--REFERENCES

- [1] Wagner 1949, [2] Mayfield 1964, [3] Ulrich and Trumbo 1965, [4] Wright 1969, [5] Schmitt 1976, [6] Arvey 1979, [7] Arvey and Campion 1982. * Indicates study finding which is contradictory to the overall trend.

| RESEARCH CLASSIFICATION AND VARIABLES STUDIED | OVERALL TREND OF THE RESEARCH FINDINGS | INDICATIVE RESEARCH STUDIES AND CROSS-REFERENCE TO REVIEW PAPERS |
|--|---|---|
|--|---|---|

PART I: MACRO-ANALYTICAL RESEARCH

| | | |
|---|--|---|
| Predictive validity | One-to-one interviews have low predictive validity, and supplement the accuracy of selection decisions based upon other methods only minimally | Kenagy & Yeakum 1925 [1,2]; *Clark 1926 [1,2]; Moss 1931 [1,2] Sarbin 1942 [2]; Conrad & Satter 1946 [1,2]; Newman et al 1946 [1,2]; Bloom & Brundage 1947 [1,2]; *Flanagan 1947 [2]; Putney 1947 [1]; Tupes 1950 [2,3]; Kelley & Flske 1950, 1951 [3]; *Shaw 1952 [2,3]; *Pashallan & Crissey 1953 [3]; Wilkins 1955, 1960 [3]; *Trankell 1959 [3]; Campbell et al 1960 [2,3]; Henrichs 1960 [3]; *Campbell et al 1962 [3]; Huse 1962 [3]; *Prilen 1962 [3]; Ghiselli 1966 [4]; Waldron 1974 [7]; Heneman et al 1975 [7]; *Arvey et al 1987. |
| Interviews assess only sociability, likability, and intelligence with acceptable predictive validity | | *Magson 1926 [1,2]; Morlwaki 1929 [1]; Sneddon 1930 [1]; Driver 1944 [1,2]; Rundquist 1947 [1,3]; Hanna 1950 [2]; Holt 1958 [3]; Loevinger 1959 [3]; Sperber & Adlerstein 1961 [2]. |
| Interviewers make more accurate assessments on specific, job-relevant dimensions than on general dimensions | | Osburn et al 1981 [7]. |

TABLE IA1

APPENDIX I

META-REVIEW OF RESEARCH STUDIES AND REVIEW PAPERS INTO INTERVIEW DECISION MAKING: 1911 TO 1987

| RESEARCH CLASSIFICATION AND VARIABLES STUDIED | OVERALL TREND OF THE RESEARCH FINDINGS | INDICATIVE RESEARCH STUDIES AND CROSS-REFERENCE TO REVIEW PAPERS |
|---|--|---|
| Reliability | Inter-rater reliability is low | Binet 1911 [1,7]; Scott 1915 [1,2,7]; Scott 1916 [1,2]; Scott et al 1916 [1,2]; Hollingworth 1922 [1,2]; Snow 1924 [2]; *Clark 1926 [1]; Moss 1931 [2]; *Viteles 1932 [1]; Corey 1933 [1,2]; *Bingham 1939 [1]; Dunlap & Wantman 1944 [1,2]; Uhrbrock 1948 [2]; Sternberg 1950 [3]; Shaw 1952 [2,3]; *Anderson 1954 [3]; Raines & Rohrer 1955 [3]; *Bonneau 1957 [3]; *Strupp & Williams 1960 [3]; Plag 1961 [3]; Prien 1962 [3]; Reynolds 1979 [7]; Camplon 1980. |
| Methods for improving validity and reliability | Structured interviews and interviewer schedules improve data recall and inter-rater reliability | Hovland & Wunderlic 1939 [1]; McMurray 1947 [1]; Bass 1951 [2] Anderson 1954 [3]; Yonge 1956 [3]; Moss 1963 [2]; Carlson 1967a [5]; Wright et al 1967 [4]; Schwab & Henneman 1969 [5]; Carleton et al 1970 [5]. |
| | Panel interviews have higher predictive validity than one-to-one interviews | Rundquest 1947 [1,2]; Handyside & Duncan 1954 [2,3]; Zaccaria et al 1956 [3]; Trankell 1959 [2]; Landy 1976 [7]; Anstey 1977 [7]; Rothstein & Jackson 1980 [7]. |
| | Interviewer note-taking and avoiding interruptions improves data recall | Schuh 1978 [7]. |
| | Personal accountability for decisions improves inter- rater reliability | Rozelle & Baxter 1981 [7]. |
| | Provision of complete job information increases inter-rater reliability | Langdale & Weltz 1973 [5,7]; Weiner & Schneidman 1974 [5]. |

TABLE_IA1

APPENDIX_I

META-REVIEW OF RESEARCH STUDIES AND REVIEW PAPERS IN IQ INTERVIEW DECISION MAKING: 1911-10-1987

| RESEARCH CLASSIFICATION AND VARIABLES STUDIED | OVERALL TREND OF THE RESEARCH FINDINGS | INDICATIVE RESEARCH STUDIES AND CROSS-REFERENCE TO REVIEW PAPERS |
|---|--|--|
| Situational Interviewing technique | Critical job situations form the basis of interview questions. Candidate replies to "what would you do if..." questions have been found to predict future job behaviour | Latham et al 1980 [7]; Latham & Saari 1984. |
| Patterned Behaviour Description (BD) Interviewing | The candidate is asked to justify past life-event decisions. BD interviews possesses greater validity than unstructured interviews | Janz 1977; Janz 1982; Orpen 1985. |
| Documented-Biographical Variables | | |
| Expectancy effect | Application form ratings predict post-interview ratings to a significant degree | Springbett 1958 [3]; Okane & Tschirer 1978 [7]; Tucker & Row 1979 [7]; Dipboye 1980 [7]; Dipboye et al 1984; Wareing & Stockdale (1987). |
| Source Information Importance | Application form data is of paramount importance | Carlson 1967b [4,5,7]; Rasmussen 1984. |

PART_II: MICRO-ANALYTICAL RESEARCH

TABLE IA1

APPENDIX I

META-REVIEW OF RESEARCH STUDIES AND REVIEW PAPERS IN INTERVIEW DECISION-MAKING: 1911 TO 1987

| RESEARCH CLASSIFICATION AND VARIABLES STUDIED | OVERALL TREND OF THE RESEARCH FINDINGS | INDICATIVE RESEARCH STUDIES AND CROSS-REFERENCE TO REVIEW PAPERS |
|--|---|---|
| Interviewees Verbal Behaviour Variables | | |
| Foreign accents | Interviewees with foreign accents are rated less favourably for high status jobs, more favourably for low status jobs | Kalin & Rayko 1978 [7]. |
| Regional accents | Interviewees with regional accents are rated less favourably | Honey 1984. |
| Interviewees Non-Verbal Behaviour Variables | | |
| Dynamic non-verbal behaviours | Interviewees displaying high eye contact and frequent smiles, head nods, and gestures rated significantly more favourably | *Cline et al 1973; Washburn & Hakel 1973 [5,7]; Amalfitano & Kait 1977 [7]; Imada & Hakel 1977 [7]; Young & Beler 1977 [7]; McGovern & Tinsley 1978 [7]; *Sterrett 1978 [7]; Tessler & Sushelsky 1978 [7]; *Hollandsworth et al 1979 [7]; McGovern et al 1979 [7]; Young et al 1979; Forbes & Jackson 1980; Sigelman et al 1980 [7]; Lau 1982; Parsons & Liden 1984; *Rasmussen 1984; Gifford et al 1985. |
| Physical attractiveness | Attractive candidates rated more favourably than unattractive candidates | Hellman & Saruwatari 1979 [7]; Cann et al 1981 [7]; Bardack & McAndrew 1986; Gilmore et al 1986; Hui & Yam 1987. |

TABLE IA1

APPENDIX I

META-REVIEW OF RESEARCH STUDIES AND REVIEW PAPERS INTO INTERVIEW DECISION MAKING: 1911-1987

| RESEARCH CLASSIFICATION AND VARIABLES STUDIED | OVERALL TREND OF THE RESEARCH FINDINGS | INDICATIVE RESEARCH STUDIES AND CROSS-REFERENCE TO REVIEW PAPERS |
|--|---|---|
|--|---|---|

Candidate odour

Candidates wearing attractive
scent rated more favourably
by female interviewers, less
favourably by male interviewers

Baron 1983.

Candidate dress style

Female candidates wearing
appropriate and moderately
masculine dress rated more
favourably

Forsythe et al 1985; Bardack & McAndrew 1986.

Interviewer--Related
Variables

1. Experience & Training

Interviewer experience

Experienced interviewers
not more reliable than
inexperienced, but more
influenced by hiring quotas

Carlson 1967a [4,5]; Carlson et al 1971 [7].

Experienced interviewers
ratings not significantly
different to those of
students, but are less lenient
for unsuccessful candidates

Hakel et al 1970a,b [7]; Moore & Lee 1974; Bernstein et al 1975
[5,7]; Dipboye et al 1975 [7]; Dunnette & Borman 1979;
McGovern et al 1979 [7]; Young et al 1979; Jackson et al 1980;
*Nagy 1981; *Barr & Hitt 1986.
See Gordon et al 1986 for a review of this issue.

Personnel managers attend
less to academic performance
than line managers

Keenan 1976.

TABLE-IA1

APPENDIX-I

META-REVIEW-OF-RESEARCH-STUDIES-AND-REVIEW-PAPERS-INTQ-INTERVIEW-DECISION-MAKING: 1911-10-1987

| RESEARCH CLASSIFICATION AND VARIABLES STUDIED | OVERALL TREND OF THE RESEARCH FINDINGS | INDICATIVE RESEARCH STUDIES AND CROSS-REFERENCE TO REVIEW PAPERS |
|--|--|---|
| Interviewer training | Interviewer training reduces errors of rating, but does not improve validity or reliability. The use of intensive, participative workshops may improve interviewer behaviour | Wexley et al 1973 [5,7]; Heneman 1975 [7]; Latham et al 1975 [5,7]; Vance et al 1978 [7]; Howard & Dalley 1979 [7]; Howard et al 1979 [7]; Mayfield et al 1980 [7]. |
| 2-Interviewer Behaviour: Physical | Interviewer training increases interviewers' confidence in their ratings of applicants | Keenan 1978. |
| Interviewer behaviour | Interviewer behaviour affects candidate ratings of the interviewer, candidate behaviour, and willingness to accept any job offer | Boyd & Westfall 1955 [2]; Kaplan 1967 [4]; Keenan & Wedderburn 1975; Keenan 1976 [7]; Schmitt & Coyle 1976 [5,7]; Fisher et al 1979 [7]; Rynes et al 1980 [7]; Campion 1980; Harriot & Rothwell 1981; Nagatta et al 1983; Rynes & Miller 1983; Powell 1984; Harn & Thornton 1985; Liden & Parsons 1986. |
| Interviewer speaking time | Interviewers speak more once a favourable impression of the candidate is formed | Anderson 1960 [2,7]. |
| | Interviewers speak more in unstructured than structured interviews | Uhrbrock 1933 [2]; Daniels & Otis 1950 [2]; Anderson 1960 [2,7]. |

TABLE IA1

APPENDIX I

META-REVIEW OF RESEARCH STUDIES AND REVIEW PAPERS INTO INTERVIEW DECISION-MAKING: 1911-1987

| RESEARCH CLASSIFICATION AND VARIABLES STUDIED | OVERALL TREND OF THE RESEARCH FINDINGS | INDICATIVE RESEARCH STUDIES AND CROSS-REFERENCE TO REVIEW PAPERS |
|--|--|--|
| 3. Interviewer Behaviour: | | |
| Cognitive | | |
| Interviewer decision times | Interviewers make outcome decisions early in the interview | Driver 1944 [2]; Springbett 1958 [2]; *Huegli & Techling 1975 [7]; Tucker & Row 1977 [7]; Tullar et al 1979 [7]. |
| Confirmatory information seeking strategies | Interviewers use confirmatory information seeking strategies to verify early impressions | Snyder & Swann 1978; *Sackett 1982; *McDonald & Hakel 1985; *Pennington 1987. |
| Individual differences between interviewers | Interviewers utilise cue information differently to one another | Rowe 1963 [5]; Mayfield & Carlson 1966 [5]; Dohmeyer 1970 [5]; Valenzi & Andrews 1973 [5,7]; Herrlot & Wingrove 1984; Dougherty et al 1986. |
| Stereotyping | Interviewers weight information differently to one another | Wentworth 1953 [2]; Hakel et al 1970 [7]. |
| | Interviewers use a general stereotype of the successful candidate to screen against | Sydlahe 1959, 1961 [3,5,7]; Bolster & Springbett 1961 [5,7]; Rowe 1963 [5]; Mayfield & Carlson 1966 [4,5]; Hakel et al 1970 [5,7]; Hakel 1971 [5]; Hakel & Schuh 1971 [5]. |
| | Interviewers use occupation-specific stereotypes to screen against | Rothstein & Jackson 1980; Peacock & Jackson 1981; Jackson 1983 |
| | Effects of stereotyping decrease as interview progresses | London & Hakel 1974 [5,7]. |

TABLE IA1

APPENDIX I

META-REVIEW OF RESEARCH STUDIES AND REVIEW PAPERS INTO INTERVIEW DECISION MAKING: 1911-1987

| RESEARCH CLASSIFICATION AND VARIABLES STUDIED | OVERALL TREND OF THE RESEARCH FINDINGS | INDICATIVE RESEARCH STUDIES AND CROSS-REFERENCE TO REVIEW PAPERS |
|--|---|--|
| Stereotyping (cont) | Interviewers rate male and female candidates more favourably for traditionally role-congruent jobs | Cohen & Bunker 1975 [7]; Dillboye et al 1975 [7]; Jackson 1983. See also sex discrimination research below. |
| Primacy - Recency effect | Early information carries more weight than later information | Springbett 1958 [5,7]; Anderson 1960 [5]; Crowell 1961 [5]; *Blakeney & MacNaughton 1971 [5]; *Farr 1973 [5,7]; *Farr & York 1975 [7]; Johns 1975 [5]; Peters & Terborg 1975 [5]. |
| Contrast effect | Ratings of the current applicant are partially dependent upon ratings of previous applicants | Rowe 1967 [4,5]; Carlson 1968, 1970 [5]; *Hakel et al 1970a,b [5,7]; Wexley et al 1972 [5,7]; *Landy & Bates 1973 [5,7]; Wexley et al 1973 [5]; Kopelman 1975 [7]; Schuh 1978 [7]. |
| Similar - to - me effect | Candidates with similar biographical backgrounds, attitudes, and personalities to the interviewer rated more favourably | Sattler 1970 [5]; Baskett 1973 [5]; Wexley & Nemeroff 1974 [5,7]; Frank & Hackman 1975 [5]; Peters & Terborg 1975 [5]; Rand & Wexley 1975 [5,7]; Leonard 1976 [7]; Dalessio & Imada 1984. |
| Positive - Negative information weighting | Negative information carries more weight than positive information | Springbett 1958 [2,5,7]; Bolster & Springbett 1961 [2,3,5]; Maler 1966 [4]; Carlson & Mayfield 1967 [4]; Miller & Rowe 1967 [4]; Carlson 1971; Hollman 1972 [5]. |
| Personal liking bias | Interviewer personal liking for the candidate affects overall evaluations | Keenan 1977 [7]. |

TABLE IA1

APPENDIX I

META-REVIEW OF RESEARCH STUDIES AND REVIEW PAPERS INTO INTERVIEW DECISION-MAKING: 1911 TO 1987

| RESEARCH CLASSIFICATION AND VARIABLES STUDIED | OVERALL TREND OF THE RESEARCH FINDINGS | INDICATIVE RESEARCH STUDIES AND CROSS-REFERENCE TO REVIEW PAPERS |
|--|--|---|
| 4. Interviewer Discrimination | | |
| Sex discrimination | Interviewers rate female applicants less favourably than males, and especially for male-dominated jobs | Fidell 1970 [6]; Shaw 1972 [6,7]; Rosen & Jerdee 1974 [6]; Cohen & Bunker 1975 [5,6,7]; Dipboye et al 1975 [5,6,7]; Terborg & Ilgen 1975 [6]; Cash et al 1977 [6,7]; Dipboye et al 1977 [7]; *Dipboye & Wiley 1977 [6]; Ferrie & Gilmore 1977 [7]; Heneman 1977 [6]; *Muchlinsky & Harrie 1977 [6]; *Renwick & Toel 1978 [6]; Rosen & Merlich 1979 [7]; Simas & McCarrey 1979 [7]; Cann et al 1981; Mullins 1982. |
| Racial discrimination | Black applicants are not rated less favourably than whites | Wexley & Nemeroff 1974 [6,7]; *Rand & Wexley 1975 [6,7]; Haefner 1977 [6,7]; Mullins 1978 [7]. |
| Age discrimination | Older candidates are rated less favourably than younger | Rosen & Jerdee 1976 [6,7]; Haefner 1977 [6,7]; Locke-Connor & Walsh 1980. |
| Discrimination against handicapped applicants | Physically handicapped applicants are rated less favourably than able bodied applicants | Johnson & Heal 1976 [6]; Krefling & Brief 1977 [6]. See Rose 1980 for a review of this research. |
| | Candidates with a history of psychiatric illness are rated less favourably | Stone & Sawatzki 1980 [7]. |

See Arvey 1979 for a review of the above-cited discrimination research.

TABLE IA1

APPENDIX I

META-REVIEW OF RESEARCH STUDIES AND REVIEW PAPERS INTO INTERVIEW DECISION MAKING: 1911 TO 1987

| RESEARCH CLASSIFICATION AND VARIABLES STUDIED | OVERALL TREND OF THE RESEARCH FINDINGS | INDICATIVE RESEARCH STUDIES AND CROSS-REFERENCE TO REVIEW PAPERS |
|--|---|--|
| OTHER VARIABLES | | |
| 'Illusion of validity' | Interviewers have falsely high confidence in their evaluations | Kahneman & Tversky 1973 [7]; Einhorn & Hogarth 1978 [7]; Keenan 1978. |
| Interviewee training | Interviewee training significantly improves the behaviour of candidates at interview | Stevens & Tormatzky 1976 [7]; Hollandsworth et al 1977 [7]; Kelth et al 1977 [7]; Hollandsworth & Sandifer 1979 [7]; Speas 1979 [7]. |

PILOT STUDY

AN EXAMINATION OF INTERVIEWER AND INTERVIEWEE NON-VERBAL
BEHAVIOUR IN SIMULATED GRADUATE SELECTION INTERVIEWS

1. RATIONALE

Most research into non-verbal behaviour in the interview has adopted an 'external variable' approach in attempting to establish the perceived meaning of behaviour, and there remains a virtual absence of 'structural' research deliniating the behavioural composition of the interview (Duncan, 1969). As a consequence, there is a paucity of descriptive evidence depicting the non-verbal behaviour of both the interviewer and the interviewee in the context of the graduate selection interview.

Despite the bulk of research into selection interviewing, only one study provides some exemplars of the likely behavioural patterns of the participants (Gifford et al., 1985). In 34 employment interviews for the post of research assistant, candidates gazed at the interviewer for an average of 41 per cent of total time, and gestured for 7 per cent of the time. Standard deviation values for these means were high, being 12 per cent and 8 per cent respectively. Unfortunately, no details of interviewer non-verbal behaviour are quoted.

Research conducted by social psychologists into non-verbal behaviour in dyadic conversations enriches this picture, but as stated in Chapter Three, pertinent doubts exist over the generality of these findings to the interview situation. Notwithstanding this caveat, Nielsen (1962) reports that subjects looked at the other for an average of 50 per cent of total time, but also, that individual differences ranged from 8 per cent to 73 per cent of total time. Argyle and Ingham (1972) found that for interactions where the distance between subjects was fixed at six feet, (equivalent to the proximity in many interviews), average gaze at the other was 61 per cent and mean eye contact or mutual gaze was 31 per cent of total time. Furthermore, it was found that as proximity increased gaze tended to decrease, so that as subjects were positioned closer together the proportion of time spent looking at the other declined.

This pilot study was therefore undertaken to examine and elucidate the behavioural composition of the graduate selection interview with particular reference to interviewer and interviewee non-verbal behaviour. The rationale of the pilot study was to conduct a small number of case studies to ascertain the tenor of

interviewer and interviewee non-verbal behaviour. The pilot was not intended as a major sample survey of interview behaviour, and as such, was not purposed as a representative or generalisable field study. The objectives of the study were three-fold:

- (a) To generate videotaped simulations of graduate selection interviews for use in later research,
- (b) To content analyse the non-verbal behaviour of the participants in detail so as to ascertain the composition of the interactions, and therefore,
- (c) To evaluate the applicability of research into non-verbal behaviour in social situations to the selection interview.

2. METHOD

It was anticipated that access problems would be likely to frustrate attempts to record actual graduate selection interviews, and so, a simulated interview method was used where interviews took place in a closed-circuit television studio. Details of the method are as follows.

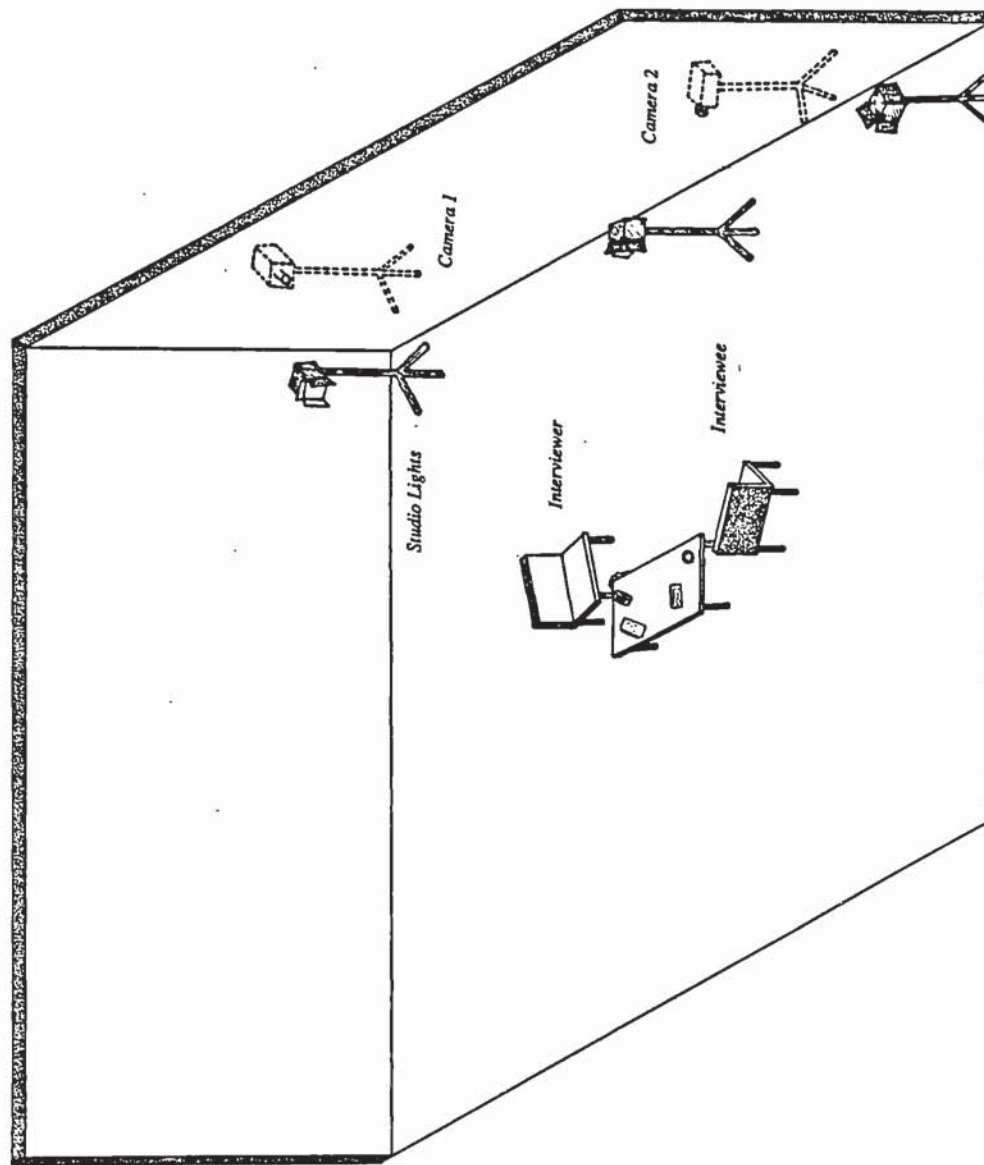
The position of Graduate Trainee with Jupiter Stationery and Equipment Ltd. was contrived and the following documentation prepared for this vacancy:

- (a) Company information (Appendix III)
- (b) Job advertisement (Appendix IV)
- (c) Job description (Appendix V)

Two trained interviewers (one male, one female) and two undergraduate students (one male, one female) participated in the study. All were told that the vacancy was fictitious and were informed about the experimental objective of videotaping the interviews. The 'principle of participation by informed consent' (B.P.S., April, 1978) was thus adhered to throughout. Participants were given copies of the documentation prepared for the vacancy, and the candidates submitted standard university application forms to both interviewers in advance. Interviewers were instructed to review the forms on the basis that they held personal responsibility for the recruitment procedure, and were instructed to conduct screening interviews of around thirty minutes duration for this vacancy. The layout of the television studio is illustrated over-page.

FIGURE F-1

CLOSED-CIRCUIT TELEVISION STUDIO LAYOUT



Room layout was designed to replicate a typical informal interview setting. Easy chairs were placed at ninety degrees to each other, approximately two metres apart, and separated by a low coffee table. All practicable steps were taken to minimise the obtrusiveness of the recording equipment in order to abate bias in the behaviour exhibited by participants. Two remote control cameras were positioned approximately five metres away from the participants, and were obscured by curtains with only the lens visible. The microphone was concealed beneath the coffee table which separated the seats. Camera 1 recorded the interviewee and camera 2 the interviewer. A special effects generator was used to produce a split screen image for the recording with the interviewee on the left half of the screen.

The candidates were interviewed on separate days by each interviewer under the pretext that the selection procedure for Jupiter Stationery and Equipment Ltd. involved first and second interviews. Immediately after each interview, the interviewer completed an assessment of the candidate using the Adjective Check List (ACL) (Gough, 1952). Interviewees also carried out self-assessments using the ACL. Once all the interviews had been completed, the participants were debriefed and were allowed to review the recordings.

3. ANALYSIS

The videotape recordings of the interviews were content analysed in some detail. Specifically, four types of non-verbal behaviour found to be influential in interview decision making (discussed in Chapter Two) were incorporated into the analysis:

- (a) Gaze, and Eye Contact,
- (b) Smiles,
- (c) Head Nods
- (d) Hand Gestures

Gaze was analysed in terms of the percentage of total time spent looking at the other person, whilst Eye Contact was interpreted as the proportion of total time spent in mutual gaze (Cranach, 1971; Harper et al., 1978). Smiles, Head Nods, and Hand Gestures were evaluated as simple frequency counts, both for the total duration of the interview, and, because interview durations varied, as mean frequency counts per minute.

4. RESULTS

The results of this content analysis are presented in the table below.

TABLE TA2

INTERVIEWER AND INTERVIEWEE NON-VERBAL BEHAVIOUR IN
SIMULATED GRADUATE SELECTION INTERVIEWS

INTERVIEW ONE

| | <u>GAZE</u> | <u>EYE CONTACT</u> | <u>SMILES</u> | <u>HEAD NODS</u> | <u>HAND GESTURES</u> |
|----------------------------------|-------------|------------------------|---------------|----------------------|--------------------------|
| Interviewer A (male) | 67.2% | | 19 [0.77] | 29 [1.17] | 67 [2.71] |
| | | 31% | | | |
| Interviewee A (female) | 58.5% | | 50 [2.00] | 17 [0.69] | 32 [1.29] |
| Duration: 24 minutes, 42 seconds | | | | | |

INTERVIEW TWO

| | <u>GAZE</u> | <u>EYE CONTACT</u> | <u>SMILES</u> | <u>HEAD NODS</u> | <u>HAND GESTURES</u> |
|----------------------------------|-------------|------------------------|---------------|----------------------|--------------------------|
| Interviewer A (male) | 60.1% | | 7 [0.28] | 21 [0.79] | 53 [1.98] |
| | | 29% | | | |
| Interviewee B (male) | 47.8% | | 35 [1.31] | 24 [0.90] | 6 [0.22] |
| Duration: 26 minutes, 42 seconds | | | | | |

FOOTNOTE

Figures within parentheses: [], are frequencies per minute.

TABLE TA2 (CONTINUED)

INTERVIEWER AND INTERVIEWEE NON-VERBAL BEHAVIOUR IN
SIMULATED GRADUATE SELECTION INTERVIEWS (CONTINUED)

INTERVIEW THREE

| | GAZE | EYE CONTACT | SMILES | HEAD NODS | HAND GESTURES |
|----------------------------------|-------|----------------|--------------|--------------|------------------|
| Interviewer B (female) | 80.9% | | 61 [2.69] | 50 [2.20] | 53 [2.33] |
| | | 44% | | | |
| Interviewee A (female) | 70.4% | | 71 [3.12] | 28 [1.23] | 6 [0.26] |
| Duration: 22 minutes, 43 seconds | | | | | |

INTERVIEW FOUR

| | GAZE | EYE CONTACT | SMILES | HEAD NODS | HAND GESTURES |
|----------------------------------|-------|----------------|--------------|--------------|------------------|
| Interviewer B (female) | 82.2% | | 5 [0.20] | 11 [0.45] | 33 [1.35] |
| | | 37% | | | |
| Interviewee B (male) | 55.8% | | 44 [1.80] | 27 [1.10] | 6 [0.24] |
| Duration: 24 minutes, 30 seconds | | | | | |

FOOTNOTE

Figures within parentheses: [], are frequencies per minute.

Gaze varied between 47.8 per cent and 82.2 per cent of total time, and in all four interviews the interviewers looked at the interviewees for a greater proportion of the time than vice versa. This is probably indicative of the interviewers' need to gain information on the candidates' responses (Argyle et al., 1968; Rutter and Stephenson, 1979), as well as to signal their willingness to communicate (Cranach, 1971; Washburn and Hakel, 1973). This also points to the possibility that the interviewers were listening for more of the time than the interviewees, as gaze levels tend to be higher whilst listening than speaking (Nielsen, 1962; Argyle and Ingham, 1972).

Eye contact ranged from 29 per cent to 44 per cent of total time. This finding is compatible with the results of Gifford et al. (1985) quoted earlier. Greatest eye contact was maintained in the same-sex female sex dyad, and least in the same-sex male dyad. This finding allies with social psychological research showing generally lower levels of eye contact in all-male dyadic interactions (Libby and Yaklevitch, 1973), although there are divergent findings on this point (e.g. Patterson, 1973). Frequency of smiling was also lowest in the male-male interaction and highest in the same-sex female dyad. Clearly, sex differences in non-verbal behaviour in the interview may well influence the impression formation process, but to date, interview research has not investigated this contingency.

Frequency of hand gestures was universally greater for the interviewers than for the interviewees, ranging from 1.35 to 2.71 per minute, and from 0.22 to 1.29 per minute respectively. This illustrates the probable usage of gestures as turn-taking signals by the interviewers attempting to manage and control the interactions (Duncan, 1972). In two of the four interviews the interviewers made more frequent head nods than the candidate, (Interviewee A), showing the use of this particular non-verbal as a reinforcement signal to the interviewee to continue speaking (Argyle, 1969; Duncan, 1972; Duncan and Niederehe, 1974). This was not the case for Interviewee B, however, who nodded more frequently than both interviewers.

Other differences in the non-verbal behaviour of each interviewee and interviewer are evident in the table. Interviewee A looked more and smiled more often than Interviewee B. Interviewer A looked less, smiled less, made fewer hand gestures, but gesticulated more than Interviewer B. These differences are manifest in both interviews, although there are signs of reciprocation of non-verbal behaviour across the four recordings. Comparing the first and second interviews, the lower amount of gaze, and less smiling and gesticulating by Interviewer A in the second interview was matched by the non-verbal behaviour of Interviewee B. For instance, interviewer gaze fell from 67.2 per cent to 60.1 per cent of total time from the first to the second interview, which corresponds with a decrease in interviewee gaze from 58.5 percent to 47.8 percent of the time. Although this sample size precludes wide generalisations, this result is supportive of Keenan's (1976) contention that interviewer

behaviour influences interviewee behaviour, which, in turn, affects ratings of the interviewee.

5. CONCLUSION

In conclusion, the findings of the pilot study delineate the likely complexion of interviewer and interviewee non-verbal behaviour in the graduate selection interview. The case study approach facilitated quite detailed analysis of a relatively small number of interviews, and in view of the methodological steps taken to maximise external validity, it seems probable that these findings should not differ markedly from the behavioural components of real-life graduate interviews. Finally, these results confirm that the findings of social psychological research into non-verbal behaviour in dyadic conversations are, at least in principle, applicable to the interview situation.

APPENDIX III

JUPITER STATIONERY AND

EQUIPMENT LIMITED

COMPANY INFORMATION

HISTORY:

Established in 1947 as a manufacturer of foolscap files and other stationery items, the Company expanded rapidly through the 1950's and won several large contracts, including the sole supplying of stationery to UK Universities - a contract which it still holds.

PROFITABILITY:

In every financial year since its inception, the Company has made a trading profit. In 1984 turnover was twenty million pounds, gross profit being two and one-half million pounds. As the market leader, our position remains stable, and profitability looks encouraging.

MANUFACTURING:

Ninety percent of products are manufactured at the Birmingham Head Office plant, the remaining ten percent being produced by the Bristol works.

PRODUCT RANGE:

Wide range of stationery items (from box files to desk tidies, from paper clips to pencils, etc.), and extensive office equipment range (e.g. filing cabinets and 'tailor-made' executive desks). Total product range currently exceeds 200 separate items.

PERSONNEL:

600 staff in total: 530 at Birmingham, 70 at Bristol works.

BOARD OF DIRECTORS:

| | | |
|-------------------|---|---------------------|
| Chairman | - | R.B. Taylor, O.B.E. |
| Managing Director | - | S.T.V. James. |
| Production | " | - V. Short. |
| Marketing | " | - T.A. Jefferson. |
| Personnel | " | - J.C. Clarke. |
| Sales | " | - V.T. Andrews. |
| Financial | " | - G.C. Coombes |
| Planning | " | - D.D. Roberts. |
| Secretary | - | J.B.A. Smythe. |

SHAREHOLDING:

500,000 Ordinary shares (face value 25p) quoted on the stock exchange. Current share price: 187p (approx.)

APPENDIX IV

JOB ADVERTISEMENT

JUPITER STATIONERY AND EQUIPMENT LIMITED

GRADUATE TRAINEE - 7,500pa + BONUS, FIXED-TERM CONTRACT

As the market leader supplying stationery and office equipment worldwide, Jupiter has a vacancy for a Graduate Trainee based at Head Office in Birmingham.

The successful candidate will complete our twelve month inter-departmental training programme, which has been established since 1972, and incorporates intensive exposure to all the Company's sections. Standards are unquestionably high, and the training is personally demanding in terms of expected commitment from the person appointed.

In return we offer an excellent starting salary and comprehensive fringe benefits, including a discount on Company products.

Applications to, or further information from, David Rose or Joan Davis.

APPENDIX V

JOB DESCRIPTION

1. JOB TITLE

Name of job - Graduate trainee
Department - Personnel
Section - Training
Location - Birmingham Head Office

2. JOB SUMMARY - DUTIES, OPERATIONS AND PROCEDURES INVOLVED, INCLUDING DEGREE OF DIFFICULTY

Twelve month inter-departmental training programme performing job functions in each department as detailed below:

Accounts: Credit Controller
Production: Operator
Marketing: Publicity Assistant
Sales: Trainee Representative

3. RESPONSIBILITY - AREAS OF RESPONSIBILITY AND JOB GRADING

Job function reports to the section supervisor in each department, but additionally, the Personnel Officer completes monthly reports on progress and makes recommendations as necessary.

4. PHYSICAL NATURE

Varied, some physical work involved, but mostly light, clean and indoors.

Driving licence not essential for trainee representative post as sales representative has use of Company car.

5. SOCIAL NATURE

Varies according to department.

Due to relatively short placements in each department (around three months) the trainee must be able to integrate quickly.

6. TRAINING

Training for each job function conducted by section supervisor.

Additionally, trainee is required to attend a three-day induction course at Birmingham Head Office (unpaid) prior to commencement of the contract.

7. CONDITIONS OF EMPLOYMENT

Fixed-term contract: Twelve months duration. 7,500 p.a. plus profit share bonus.

37.5 hours per week, Monday - Friday: 9am. - 1pm., 2pm. - 5pm.

20 days annual leave plus 8 statutory days.

Pension contributions not applicable.

Sickness scheme - S.S.P. only.

Car allowance - not applicable.

Other benefits - Paid return travel to parental home on three occasions per annum.
10% discount on Company goods.

Pages removed for copyright restrictions.

APPENDIX VII

EXPERIMENT I

INSTRUCTIONS

IMPORTANT

PLEASE READ THESE INSTRUCTIONS CAREFULLY

You are to be shown a videotape recording of an employment interview.

Concentrate fully throughout the duration of this audio/visual recording as if you were the interviewer responsible for the assessment of this candidate.

Make notes if you wish, but do not begin your final assessment until told to do so.

If you have any questions please ask before the recording commences, or alternatively, after it has finished.

DO NOT INTERRUPT THE RECORDING

REMEMBER:

ASSESS THE CANDIDATE AS IF YOU WERE THE INTERVIEWER

APPENDIX VIII

EXPERIMENT I

INSTRUCTIONS

IMPORTANT

PLEASE READ THESE INSTRUCTIONS CAREFULLY

You are to be given a transcript of an employment interview.

Concentrate fully throughout as if you were the interviewer responsible for the assessment of this candidate.

Make notes if you wish, but do not begin your final assessment until told to do so.

If you have any questions please ask now.

DO NOT INTERRUPT THE RECORDING

REMEMBER:

ASSESS THE CANDIDATE AS IF YOU WERE THE INTERVIEWER

EXPERIMENT I

STANDARD OPERATION INSTRUCTIONS

1. Say:
"Good morning/afternoon. Thank you for agreeing to participate in this study into interview techniques which should last for about forty-five minutes in total. Please remember throughout the study that you are the interviewer responsible for assessing the candidate and that you are personally accountable for your assessment".
2. Distribute background information.
3. Say:
"Please read these documents carefully. Make any notes you wish, but do not mark these copies in any way."
4. Allow five to ten minutes for raters to familiarise themselves with the background information.
5. Ask for any questions.
6. Play VT of the interview in

AUDIOVISUAL
AUDIO
VISUAL

condition, or,

DISTRIBUTE INTERVIEW TRANSCRIPT

7. Distribute Adjective Check Lists, and say:
"Please read carefully the instructions at the top of this form and then complete your assessment of the candidate in your own time. Remember that you are personally responsible for decisions that you make as part of your assessment."
8. Allow sufficient time for all subjects to complete their ratings, and then collect in all documentation.
9. Say:
"That is the end of the study. Thank you for your co-operation."

INTERVIEW TRANSCRIPT

KEY:

ER: INTERVIEWER

C: CANDIDATE

- ER Hello, come in. Would you like to sit down?
- C Thank you.
- ER My name is Joan Davis, and I'm the Personnel Officer at Jupiter Stationery. I understand you've already spoken with my colleague David Rose, is that right?
- C Yes.
- ER That's right. So you'll have had the information and you'll have had the job description?
- C Yes.
- ER And I expect David has given you a bit of background as well?
- C A little, yes.
- ER Yes, that's right. Well as you can see from the background information we are highly committed towards both training, and trying to attract a high calibre of personnel. One of the reasons why we offer this years traineeship, partly of course its a potential asset to us but its also, we feel, good to offer good standards of students for their advantage as well. What I propose to do in the next half hour - I'm going to go through with you some things that have come out from your CV, I'm going to ask you some general questions, and if there's anything you want to talk to me about you can.
- C Lovely.
- ER Now, I think we'll do a sort of chronological 'flick-through'. You did extremely well in your 'O' levels, so what happened when you got to your 'A' levels?
- C I'm not really sure. Maths certainly I was very surprised by my first result. Physics I was not so surprised because I had a tutor who didn't really like females because it was a male school and I had to travel there every day and

he really wasn't too keen on having a female in his physics group. Maybe that's just an excuse, but certainly the maths I was very surprised.

ER Because I mean you did exceedingly well because you 'upped' it from a 'D' to a 'B' didn't you second time around, and it's not easy to increase the grades like that.

C Well, that's what I should have got first time around.

ER Why did you not do physics at your ordinary school?

C Well, it was a very small girls boarding school and we just didn't have the facilities, so I went to the Brothers School, another private school, and did it there; I had to travel in by minibus every day.

ER Did many in your group do that?

C There was another girl who was in the other physics set. She did it and she also did chemistry at the boys school - Greysams.

ER Was that a complete sort of breakout from what the general tenor of the school was?

C It had been going on for a couple, well not a couple, I think about ten years, the liaison between the two schools.

ER And were you encouraged to do science?

C Well I was - I don't know - I was spoilt for choice because I could do both.

ER Yes.

C But I did want to carry on with physics and maths so I was - I didn't want to let my English drop.

ER No.

C That's why it may seem a bit of a strange combination

ER Did you consider doing something science at university?

C I don't know, well for quite a long time at one stage I was thinking of doing engineering. But gradually I began to feel that it wasn't really me, and maybe I wouldn't really fit into that.

ER And so why did you choose the business course?

C Well, I felt it would be the most useful thing for me. I thought I could do well in it, I thought I had the right sort of - I think I had the right term of mind. It appealed to me.

ER Does it still appeal to you now you've learnt some more about it?

C Yes, yes.

ER Has it come up to your expectations?

C Well I mean some things are slightly different from how I expected but I don't think it's lower than my expectations.

ER I'm fascinated about your passable Norwegian - I presume you got this from working for Oilco, is that right?

C That's right, my father works out in Norway and I spend each summer out there usually. I think there's only one time I haven't worked out there, so while I'm there I sort of - well the secretaries force me into it, but I do enjoy it.

ER You've got some keyboard skills, did you use those while at Oilco, did you enjoy being a secretary?

C There wasn't enough brain-work involved, I mean it was shuffling other people's papers which I mean it's 'OK' for a summer job but I found I got rather bored - going round scouting for work just to keep myself busy.

ER As you say you did that several times didn't you?

C Yes.

ER Now your interests are obviously varied. What novels did you do for your 'A' level?

C 'Emma', Oh, I'm trying to think - Dickens, various.

ER Am I right in thinking you're doing the nineteenth century novel now, or is that an extra course you are doing?

C No that was the complementary studies which was the modern novel.

ER I see, that was the modern novel?

C Yes.

ER And why did you choose that, I mean what sort of subjects could you have chosen?

C Well, there was all sorts from navigation all sorts of things. I missed doing English really.

ER Yes, and which novels have you done?

C Oh, we did quite a few sort of modern and rather strange plays mainly - we didn't actually do novels. I went out to

the theatre.

ER What did you see?

C The most peculiar thing called 'Parasite Structures' was one that sticks out in my mind. This was at the Triangle Theatre - the university theatre - which was really quite strange.

ER And do you go to the theatre otherwise?

C Yes, I was there this weekend in fact.

ER What did you see?

C Seeing the 'Browning Version' by Rattigan - Terrence Rattigan.

ER I notice you've played squash. Do you play squash here?

C Occasionally, but I'm not terribly good. People have played me once and said 'maybe we had better not play again'!

ER Isn't there a 'duffers' league?

C Well, I'm trying to find it!

ER You have also put down music as one of your interests. Have you been to the concerts here at all at CBSO?

C No I haven't, no. I don't really go out to concerts and things, I don't really know why. I've been to the theatre quite a bit but I've not really been to many concerts. No I tend to listen to it in the evenings in my room reading or whatever. A bit of music in the background.

ER Yes, I'm interested in some of the things you did at school. Again your literary inclinations, you were editor of the school magazine and you say you were able to re-assess the existing format due to changing attitudes in the school. How did you know the interests in the school were changing?

C Well, I had been there since I was fourteen and the art editor had been there since she was ten, and reading through the past magazines and just observing people in the school. Sort of interests changing, you know - from horses which was the staple interest ten years ago, and now its more fashion, music, boys, you know.

ER So what changes did you make to the magazine to reflect that?

C Well we talked quite a bit to the different forms, the different age groups, asking them what their hobbies were. And judging from that what they might like to see in it and whether or not they would like to contribute something on

their interests. Well we had you know like a suggestion box and they would come and say 'what about doing something' on whatever.

ER Did you increase the readership?

C Well, it was rather an enforced readership, I mean you know. It was the children and their parents and grannies and grandads. Well I suppose we may have done because we increased advertising so, I mean, all the advertisers got a couple of copies.

ER And did you have to go out and pursue that?

C Yes we had to go around to the local shops and the larger ones in Norwich and Holt.

ER Did you learn things from that?

C Well, I think so. I mean to start with approaching people was rather nerve-wracking, but we got a bit blasé about it in the end, you know it was just - we got used to it.

ER It didn't make you decide that you would take marketing as your specialisation?

C No, no I don't really think so.

ER Why did you choose operations and production management?

C Well it seems to combine quite well with mathematical - no not necessarily mathematical - logical sequencing - with sort of common sense, and what we've done so far I find very interesting.

ER Is it an area where you find there's more men than women?

C I think it tends - well in my group there might be slightly more men but it's not really too bad.

ER In the world of work do you think that's going to be a difficulty?

C Well, yes I think I will be quite a lot in the minority.

ER Does it bother you?

C It doesn't really bother me, I don't think.

ER What would you do if you don't get into that area?

C Well, try and pursue it, but I'm quite good on the financial side, so not being a chartered accountant involved totally with accounting or whatever but financial management, which again involves both the managerial side and the money.

- ER You also made the comment, and I'm interested in your combination of 'A' levels its a nice balance, but you did write down that you thought it would give you the edge that you had got the science background, the logical thinking, and the arts background for an innovative way of thinking. Do you think that is the case?
- C Yes I think so. I feel that I can get over the ideas to people that, you know, you've got some ideas and you think them through, and I think that I can communicate them.
- ER Yes.
- C Rather than being stuck with a pile of numbers and not really knowing what to do with them.
- ER Yes. You also feel that, you mention motivation here, do you see motivating people as a problem generally in working lives?
- C I think it can be. Working with Oilco in Norway, motivation could be a big problem, they know they are very secure in their jobs. Ambition tends to reduce somewhat.
- ER Do you think that's a problem of job security or is it a management problem?
- C I think a bit of both. I mean people were not really brought up - what's the word - I think they were not made aware of how slack they were becoming themselves. It was quite, I mean in some instances, people spent more time on the 'phone to friends and relations than actually doing work.
- ER Yes. Do you think levels of unemployment in this country are going to affect motivation?
- C Well it ought to - positively - I think. In the past its maybe been - people have maybe been complacent about having a job, now people know they have really got to fight for them they are going to work that bit harder to ensure that they stay.
- ER Did you consider a year off after your 'A' levels before you went to university?
- C No. I thought, knowing myself, it would be too difficult to have such a break and then get back into the study routine. I thought it would be better for me to go straight through.
- ER Do you find studying hard?

- C At times, you know. I don't know, when your'e feeling a bit lazy and at Aston you are not pushed. It can be very easy to let things slide, but I need to keep pulling myself up and getting myself back down to work.
- ER Do you find that very difficult to do?
- C Not terribly difficult because I know what I have got to do and if I dont do it I know I'm going to achieve that much less.
- ER Do you think that it would be better for you in fact if universities in general pushed you more, like at school?
- C Perhaps, but I don't think I let myself slide that much, I mean I've got a little alarm mechanism where I think I have been doing nothing for the past couple of days and I must get back into it. I don't like to sit doing nothing.
- ER When you get into work, where do you think the motivation is going to come from then?
- C I think interest in the job is important, I have never really had any problem about that. I mean I have sort of worked as a secretary and so forth but I have never really had any problem with thinking I would love to have a sit down and have a coffee and cigarette or whatever. I dont like to sit idle, especially at work. I like to keep busy, I don't like to be seen to be lazy.
- ER What sort of family have you got?
- C An elder brother who works in Norway and my father.
- ER And does he live in this country or does he live in Norway?
- C He lives in Norway but we have a house in England so he comes home from time to time.
- ER Have you had to spend quite a lot of time there on your own?
- C Yes, quite a lot.
- ER Has that made it easier do you think when youv'e come up to university?
- C Yes quite a bit, having been at boarding school as well I was quite used to not seeing relations and family for sort of a couple of months at a time and I really didn't have any problems adapting.
- ER Has your father been a big influence in your choice of career?
- C He's never tried to influence me. If he thinks that I might be making a mistake he will help me to talk it through in my

mind, you know. And he likes to help me make my own decision. He helps me as far as he can but in the end he leaves it to me.

ER Do you find you make your own decisions quite easily?

C Yes I think so. I think I have had to rely on my own decisions quite a lot.

ER What do you think is your best asset?

C It's difficult, I think maybe independence. I think I get on quite well with people, I mean I get very nervous actually meeting people for the first time but I've learnt to keep it under control and hidden. I think probably independence.

ER And what about your worst?

C My worst? I think it's if I am put in a situation if I don't know anyone I get very very nervous. I have to really push myself into coming forwards and meeting people.

ER Can you do that?

C Yes. I've improved quite a lot over the last couple of years. I've come to Birmingham from the country and at first I was thinking 'I don't know whether I can handle it', but I have handled it. And I think I have improved a lot. I think I can disguise it sufficiently.

ER What's the most difficult thing you've ever had to cope with?

C The most difficult thing would be the death of my mother.

ER What did you learn from that?

C I don't know I'm still trying to learn.

ER Why do you think I should choose you for this position?

C I think - it's a difficult question isn't it - I think I've got quite a lot of initiative. I've got imagination, and when I'm interested in something I go for it one hundred percent.

ER In this particular job, as you can see from the job description, you spend approximately three months in each of three departments - production, marketing, and finance. Obviously your interest is in production, what do you think you'll gain from working in the other two departments?

C A wider knowledge, a wider view of the business. I mean the big masterplan is one day to maybe go out on my own.

Experience in other departments is very valuable but it also helps your outlook, your view of one job to see how the others work. I think you can work better within a company that way.

ER When you say you've got a masterplan, have you got a clear view of where you want to go and what you want to be?

C I don't know really, I just know that at some point I would like to go out on my own or maybe have a higher position in a very small company where I held the reigns. I would like that at some point in my life.

ER When you say you would like to go out on your own do you mean start your own business, or in the consultancy field?

C I haven't thought that far ahead, I just know that at some stage I would like to be my own boss.

ER Yes. Again as you will gather from the job description as you go round the different departments you will be reporting to the supervisor of that department and every single month you will also be reporting to me, and I will be speaking to your supervisor and talking to you finding out how your'e getting on, generally keeping an eye on you, offering you advice, and really monitoring your work and any projects you've been set to do. How do you think you'll manage with this fairly close sort of supervision?

C I can't see it bothering me at all. I mean I have been used to supervision I mean from school and college. Its never bothered me before, I dont think it will bother me now.

ER Now I think that's all I need to ask you. Have you got any questions you want to ask me?

C I think your colleague answered them last week.

ER He did?

C Yes.

ER Right. Well I think that's all we've got to say, and we will let you know in about a couple of weeks.

C Thank you very much indeed.

ER I will show you out.

FOOTNOTE

The names of individuals and organisations in this transcript have been ammended in order to maintain confidentiality.

RESPONSE BIAS TO THE ADJECTIVE CHECK LIST

A response bias to the ACL was apparent across all four rating conditions. This bias was manifest as a marked decline in frequency of adjectives checked in the latter stages of the form. A simple split-half analysis of frequency of adjectives checked by subjects is shown in Table TA3.

TABLE TA3
SPLIT-HALF ANALYSIS OF THE FREQUENCY
OF ADJECTIVES CHECKED BY SUBJECTS

| | ACL - FIRST HALF | ACL - SECOND HALF |
|---|---|---|
| | Item 1: Absent-Minded to Item 150: Mild | Item 151: Mischievous to Item 300: Zany |
| Number of Adjectives | 150 | 150 |
| Total Number of Checks | 3037 | 2046 |
| Mean Number of Checks per Adjective | 20.25 | 13.73 |
| Standard Deviation in Checks per Adjective | 19.36 | 14.47 |

This table indicates that the total number of checks for all adjectives in the second half of the form is one-third less than the total in the first half. The mean number of checks per adjective decreases from 20.25 in the first half to only 13.73 in the second. Also, the extent of differences between individuals in numbers of adjectives checked, as measured by the standard deviation, is less pronounced in the latter half of the form. Here, the standard deviation decreases from 19.36 to 14.47 across the split-half analysis.

Although this analysis demonstrates the existence of response bias to the ACL, it fails to delineate the extent of, and any variations in, the trend across the items. A complete analysis of

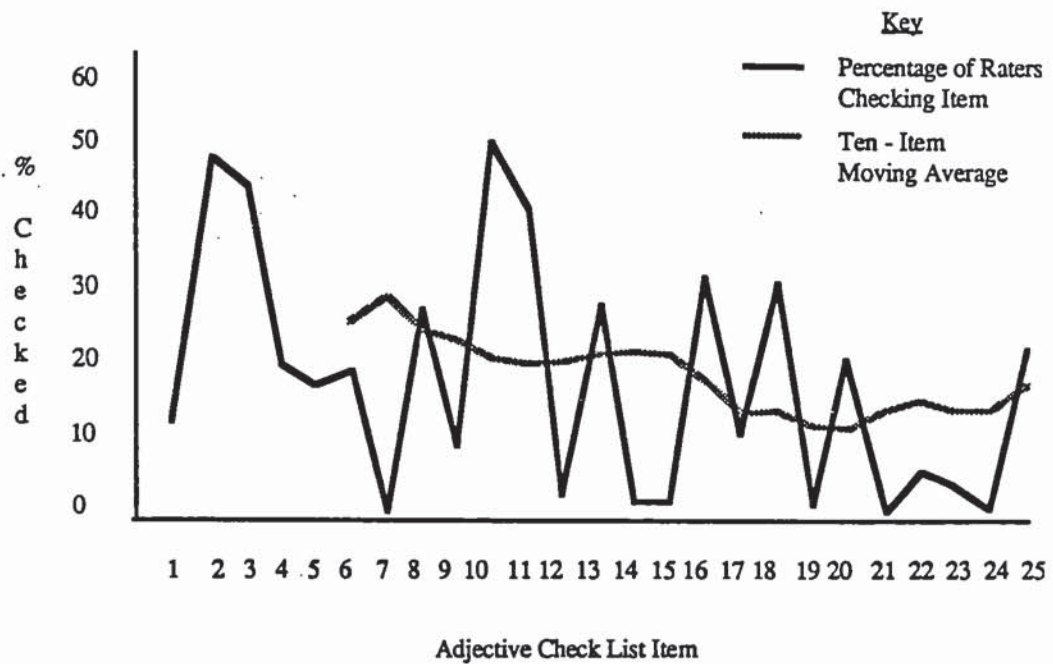
this decline in frequency of adjectives checked is shown in Figure FA3 and Table TA4 over the following pages. This table displays response rates for all 300 items and also a ten-item moving average calculated to highlight the nature of this response bias. A clear response bias is evident, whereby items appearing later in the form are checked less frequently than items appearing earlier in the inventory. The figure summarises this bias by comparing response rates to the opening 25 items against response rates to the last 25 items.

Several explanations can be offered to account for this phenomenon. It is possible that, quite simply, items appearing early on in the ACL are more frequently used as personality descriptors. However, the response bias appears as a gradual decline in the numbers of adjectives checked suggesting that another explanation is more feasible. More probable is that over this number of items subjects suffered from concentration difficulties. Indeed, a few subjects took up to twenty minutes to complete the form, and it is therefore possible that attention decrement resulted in fewer checks in the second half of the instrument.

Whichever is the case, these findings call for additional research into the use of the ACL as a criterion personality measure in impression formation research. However, as discussed in Chapter Five, this bias existed under all conditions of information availability in Experiment I and so did not disrupt the analysis of this data set.

FIGURE FA3

**Initial Responses to Adjective Check List Items :
Item 1 'Absent Minded' to Item 25 'Calm'**



**Final Responses to Adjective Check List Items :
Item 376 'Unconventional' to Item 400 'Zany'**

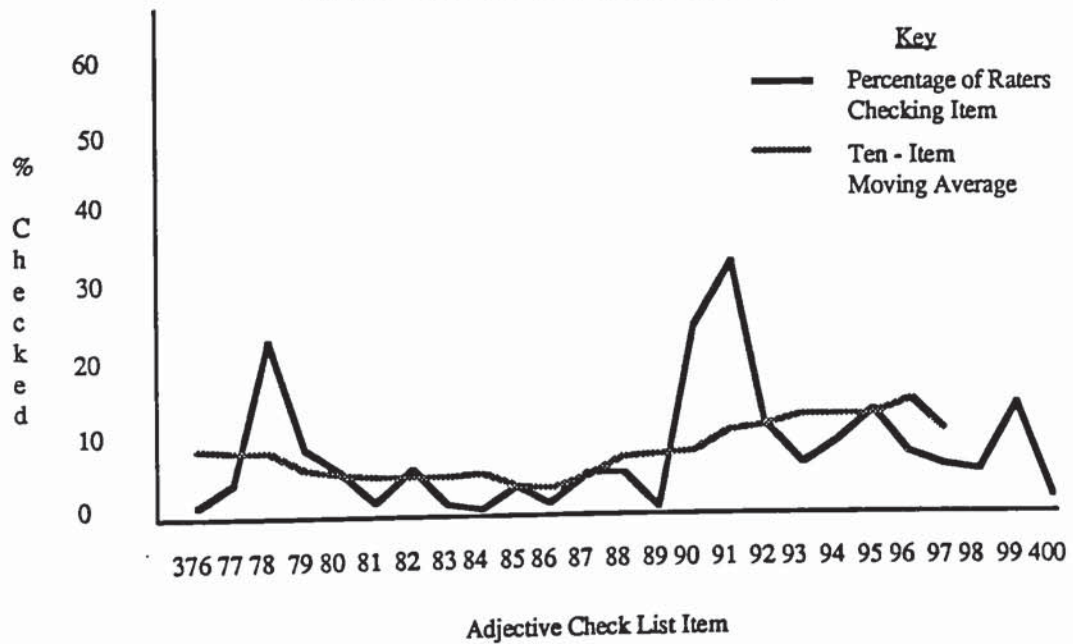


TABLE TAA

PERCENTAGE RESPONSES AND TEN-ITEM MOVING AVERAGE

ON THE ADJECTIVE CHECK LIST

| ACL Item Number | ACL Item | Percentage of Raters Checking Item | Ten Item Moving Average | Standard Deviation | ACL Item Number | ACL Item | Percentage of Raters Checking Item | Ten Item Moving Average | Standard Deviation |
|-----------------|----------------|------------------------------------|-------------------------|--------------------|-----------------|---------------|------------------------------------|-------------------------|--------------------|
| 1 | absent-minded | 12.0 | | | 41 | confident | 30.4 | 16.3 | 15.7 |
| 2 | active | 45.6 | | | 42 | confused | 13.6 | 17.5 | 15.0 |
| 3 | adaptable | 43.2 | | | 43 | conscientious | 43.2 | 20.7 | 15.4 |
| 4 | adventurous | 18.4 | | | 44 | conservative | 36.0 | 21.4 | 14.6 |
| 5 | affected | 16.0 | | | 45 | considerate | 23.2 | 25.0 | 14.8 |
| 6 | affectionate | 18.4 | 24.5 | 17.2 | 46 | contented | 15.2 | 25.5 | 13.9 |
| 7 | aggressive | 0.8 | 27.6 | 17.5 | 47 | conventional | 36.8 | 25.5 | 13.9 |
| 8 | alert | 27.2 | 23.4 | 17.8 | 48 | cool | 8.8 | 22.5 | 15.9 |
| 9 | aloof | 10.4 | 21.9 | 16.6 | 49 | cooperative | 41.6 | 21.1 | 17.2 |
| 10 | ambitious | 52.8 | 20.3 | 17.7 | 50 | courageous | 6.4 | 17.2 | 16.1 |
| 11 | anxious | 43.2 | 19.0 | 18.5 | 51 | cowardly | 0 | 13.8 | 15.3 |
| 12 | apathetic | 3.2 | 20.3 | 19.0 | 52 | cruel | 0 | 11.7 | 15.2 |
| 13 | appreciative | 28.8 | 21.4 | 18.0 | 53 | curlous | 4.0 | 10.2 | 15.6 |
| 14 | argumentative | 2.4 | 21.8 | 18.2 | 54 | cynical | 1.6 | 7.9 | 12.7 |
| 15 | arrogant | 2.4 | 20.9 | 19.0 | 55 | daring | 2.4 | 7.8 | 12.7 |
| 16 | artistic | 32.0 | 17.7 | 15.3 | 56 | deceitful | 0 | 4.2 | 14.5 |
| 17 | assertive | 12.0 | 13.4 | 13.3 | 57 | defensive | 14.4 | 8.2 | 14.1 |
| 18 | attractive | 30.4 | 13.7 | 13.1 | 58 | deliberate | 7.2 | 9.0 | 13.9 |
| 19 | autoerotic | 1.8 | 11.2 | 12.2 | 59 | demanding | 5.6 | 9.0 | 13.9 |
| 20 | awkward | 20.8 | 11.0 | 12.3 | 60 | dependable | 46.4 | 11.9 | 15.8 |
| 21 | bitter | 0 | 13.0 | 12.4 | 61 | dependent | 8.8 | 13.4 | 16.2 |
| 22 | blatant | 6.4 | 15.2 | 17.1 | 62 | despondent | 0 | 14.4 | 14.7 |
| 23 | boastful | 4.0 | 14.5 | 17.4 | 63 | determined | 32.8 | 14.8 | 14.3 |
| 24 | boxy | 0.8 | 14.5 | 17.4 | 64 | dignified | 16.0 | 13.4 | 16.0 |
| 25 | calm | 22.4 | 18.5 | 16.9 | 65 | discreet | 12.8 | 13.4 | 15.0 |
| 26 | capable | 53.8 | 16.2 | 16.8 | 66 | disorderly | 4.0 | 12.9 | 15.4 |
| 27 | careless | 4.8 | 20.8 | 18.2 | 67 | disoriented | 0.8 | 8.6 | 10.1 |
| 28 | cautious | 30.4 | 23.5 | 17.8 | 68 | distractible | 7.2 | 9.5 | 10.4 |
| 29 | changeable | 21.8 | 26.3 | 16.6 | 69 | distrustful | 0 | 10.9 | 9.9 |
| 30 | charming | 17.6 | 29.5 | 14.0 | 70 | dominant | 4.0 | 10.6 | 9.2 |
| 31 | cheerful | 48.4 | 30.6 | 13.8 | 71 | dreamy | 17.6 | 9.3 | 9.2 |
| 32 | civilized | 33.6 | 22.4 | 15.5 | 72 | dull | 13.6 | 10.6 | 10.6 |
| 33 | clear-thinking | 32.0 | 22.4 | 15.5 | 73 | easy going | 29.6 | 10.5 | 10.6 |
| 34 | clever | 32.8 | 19.4 | 16.5 | 74 | effeminate | 3.2 | 12.2 | 10.3 |
| 35 | coarse | 0 | 17.8 | 16.9 | 75 | efficient | 25.6 | 13.4 | 10.3 |
| 36 | cold | 3.2 | 16.2 | 17.8 | 76 | egotistical | 3.2 | 18.2 | 10.2 |
| 37 | commonplace | 4.8 | 14.6 | 15.3 | 77 | emotional | 18.4 | 20.2 | 12.3 |
| 38 | complaining | 1.6 | 12.6 | 13.8 | 78 | energetic | 18.4 | 19.7 | 12.5 |
| 39 | complicated | 6.4 | 13.7 | 15.8 | 79 | enterprising | 28.8 | 19.0 | 13.0 |
| 40 | conceited | 0.8 | 14.0 | 16.3 | 80 | enthusiastic | 43.2 | 18.5 | 12.6 |

TABLE T44 (CONTINUED)

PERCENTAGE RESPONSES AND TEN-ITEM MOVING AVERAGE

ON THE ADJECTIVE CHECK LIST

| ACL Item Number | ACL Item | Percentage of Raters Checking Item | Ten Item Moving Average | Standard Deviation | ACL Item Number | ACL Item | Percentage of Raters Checking Item | Ten Item Moving Average | Standard Deviation |
|-----------------|---------------|------------------------------------|-------------------------|--------------------|-----------------|------------------|------------------------------------|-------------------------|--------------------|
| 81 | evasive | 12.8 | 18.6 | 12.5 | 121 | leputative | 8.8 | 16.8 | 15.8 |
| 82 | excitable | 7.2 | 16.5 | 12.9 | 122 | independent | 56.0 | 18.5 | 16.6 |
| 83 | fair-minded | 24.0 | 19.4 | 12.9 | 123 | indifferent | 6.4 | 17.8 | 17.1 |
| 84 | fault-finding | 4.0 | 17.9 | 13.9 | 124 | individualistic | 15.2 | 17.4 | 17.3 |
| 85 | fearful | 4.8 | 16.4 | 14.7 | 125 | industrious | 32.0 | 14.3 | 17.2 |
| 86 | feminine | 32.8 | 13.9 | 14.4 | 126 | infantile | 2.4 | 15.8 | 17.4 |
| 87 | flickle | 3.2 | 8.8 | 10.4 | 127 | informal | 8.8 | 17.4 | 16.8 |
| 88 | flirtatious | 3.2 | 10.2 | 10.6 | 128 | ingenious | 0.8 | 17.3 | 16.9 |
| 89 | foolish | 4.0 | 10.6 | 10.8 | 129 | inhibited | 24.8 | 17.0 | 16.3 |
| 90 | forceful | 2.4 | 9.0 | 9.5 | 130 | initiative | 19.2 | 18.7 | 15.9 |
| 91 | foresighted | 16.8 | 10.4 | 9.7 | 131 | insightful | 7.2 | 21.8 | 17.9 |
| 92 | forgetful | 10.4 | 12.6 | 10.8 | 132 | intelligent | 53.6 | 18.8 | 18.5 |
| 93 | forgiving | 8.0 | 16.0 | 19.5 | 133 | interests narrow | 23.2 | 19.6 | 17.8 |
| 94 | formal | 18.4 | 15.9 | 18.6 | 134 | interests wide | 45.6 | 18.8 | 18.6 |
| 95 | frank | 27.2 | 16.2 | 19.4 | 135 | intolerant | 2.4 | 19.2 | 18.2 |
| 96 | friendly | 66.4 | 16.3 | 19.3 | 136 | inventive | 10.4 | 18.2 | 18.1 |
| 97 | frivolous | 2.4 | 18.8 | 18.8 | 137 | irresponsible | 0.8 | 18.5 | 18.2 |
| 98 | fussy | 6.4 | 18.9 | 19.7 | 138 | irritable | 4.8 | 18.6 | 18.1 |
| 99 | generous | 4.8 | 17.5 | 18.6 | 139 | jolly | 14.4 | 14.9 | 13.3 |
| 100 | gentle | 24.8 | 20.7 | 20.4 | 140 | kind | 22.4 | 18.7 | 15.6 |
| 101 | gloomy | 0 | 18.9 | 21.5 | 141 | lazy | 8.8 | 12.6 | 12.2 |
| 102 | good-looking | 16.8 | 16.2 | 21.9 | 142 | leisurely | 16.0 | 13.3 | 11.8 |
| 103 | good-natured | 40.0 | 10.0 | 13.3 | 143 | logical | 41.8 | 14.1 | 11.8 |
| 104 | greedy | 0 | 9.8 | 13.4 | 144 | loud | 4.0 | 14.0 | 11.9 |
| 105 | handsome | 0.8 | 9.7 | 13.4 | 145 | loyal | 9.8 | 16.2 | 12.1 |
| 106 | hard-headed | 4.0 | 9.8 | 13.4 | 146 | mannerly | 18.4 | 15.8 | 12.2 |
| 107 | hard-hearted | 0.8 | 10.7 | 14.7 | 147 | masculine | 0 | 16.2 | 12.5 |
| 108 | hasty | 4.8 | 13.2 | 14.8 | 148 | meek | 27.2 | 17.5 | 12.3 |
| 109 | headstrong | 6.4 | 13.0 | 14.7 | 149 | methodical | 10.4 | 16.1 | 13.3 |
| 110 | healthy | 33.6 | 14.2 | 17.2 | 150 | mild | 25.6 | 14.2 | 10.3 |
| 111 | helpful | 24.8 | 14.2 | 17.2 | 151 | mischievous | 22.4 | 15.8 | 9.7 |
| 112 | high-strung | 15.2 | 15.7 | 18.5 | 152 | moderate | 1.8 | 15.0 | 10.5 |
| 113 | honest | 51.2 | 16.2 | 16.2 | 153 | modest | 22.4 | 13.4 | 11.2 |
| 114 | hostile | 0.8 | 17.4 | 15.3 | 154 | moody | 20.0 | 15.8 | 10.7 |
| 115 | humorous | 15.2 | 20.1 | 15.3 | 155 | nagging | 2.4 | 18.8 | 16.8 |
| 116 | hurried | 8.8 | 20.5 | 14.9 | 156 | natural | 1.6 | 17.8 | 17.7 |
| 117 | idealistic | 12.8 | 17.4 | 15.1 | 157 | nervous | 24.8 | 17.8 | 17.6 |
| 118 | imaginative | 32.0 | 15.8 | 15.1 | 158 | noisy | 57.6 | 15.6 | 18.1 |
| 119 | immature | 10.4 | 19.8 | 19.7 | 159 | obliging | 0 | 16.4 | 17.6 |
| 120 | impatient | 2.4 | 15.4 | 16.7 | 160 | obnoxious | 23.2 | 15.0 | 17.6 |

TABLE 7A4 (CONTINUED)

PERCENTAGE RESPONSES AND TEN-ITEM MOVING AVERAGE

ON THE ADJECTIVE CHECK LIST

| ACL Item Number | ACL Item | Percentage of Roters Checking Item | Ten Item Moving Average | Standard Deviation | ACL Item Number | ACL Item | Percentage of Roters Checking Item | Ten Item Moving Average | Standard Deviation |
|-----------------|------------------|------------------------------------|-------------------------|--------------------|-----------------|-----------------|------------------------------------|-------------------------|--------------------|
| 161 | obnoxious | 2.4 | 15.6 | 17.9 | 201 | reliable | 33.6 | 15.4 | 12.8 |
| 162 | opinionated | 9.6 | 18.2 | 17.6 | 202 | resentful | 0 | 16.6 | 14.2 |
| 163 | opportunistic | 8.6 | 18.4 | 17.4 | 203 | reserved | 18.4 | 14.2 | 12.6 |
| 164 | optimistic | 25.6 | 17.2 | 17.3 | 204 | resourceful | 16.0 | 14.2 | 12.6 |
| 165 | organized | 26.0 | 11.8 | 10.3 | 205 | responsible | 36.0 | 14.2 | 12.6 |
| 166 | original | 4.0 | 12.1 | 10.0 | 206 | restless | 10.4 | 12.8 | 13.3 |
| 167 | outgoing | 12.6 | 11.6 | 9.5 | 207 | retiring | 2.4 | 11.8 | 13.9 |
| 168 | outspoken | 3.2 | 12.5 | 8.9 | 208 | rigid | 0.8 | 8.6 | 11.9 |
| 169 | painstaking | 3.2 | 11.7 | 9.5 | 209 | robust | 0 | 9.4 | 11.5 |
| 170 | patient | 18.4 | 12.3 | 9.5 | 210 | rude | 0.8 | 9.8 | 11.9 |
| 171 | peaceable | 11.2 | 10.6 | 8.3 | 211 | sarcastic | 0.8 | 10.6 | 12.6 |
| 172 | peculiar | 1.6 | 7.6 | 6.3 | 212 | self-centered | 8.0 | 7.1 | 9.1 |
| 173 | persevering | 15.2 | 9.0 | 6.6 | 213 | self-confident | 22.4 | 8.2 | 9.2 |
| 174 | persistent | 8.6 | 14.4 | 19.4 | 214 | self-controlled | 24.0 | 8.0 | 9.4 |
| 175 | persimmon | 0 | 15.0 | 19.1 | 215 | self-denying | 1.6 | 7.0 | 9.3 |
| 176 | planful | 16.0 | 15.6 | 18.8 | 216 | self-pleasing | 1.6 | 7.3 | 9.1 |
| 177 | pleasant | 66.4 | 14.6 | 18.9 | 217 | self-punishing | 0 | 10.4 | 11.8 |
| 178 | pleasure-seeking | 8.8 | 15.8 | 19.0 | 218 | self-seeking | 11.2 | 11.7 | 11.2 |
| 179 | poised | 9.6 | 15.8 | 19.0 | 219 | selfish | 2.4 | 13.1 | 11.6 |
| 180 | polished | 6.6 | 15.0 | 19.2 | 220 | sensitive | 32.0 | 11.0 | 11.6 |
| 181 | practical | 23.2 | 14.2 | 19.6 | 221 | sentimental | 13.6 | 9.0 | 10.6 |
| 182 | praising | 1.6 | 14.9 | 19.2 | 222 | serious | 22.4 | 10.0 | 10.5 |
| 183 | precise | 7.2 | 13.9 | 19.4 | 223 | severe | 1.6 | 10.2 | 10.2 |
| 184 | prejudiced | 0.8 | 6.1 | 6.1 | 224 | sexy | 3.2 | 10.2 | 10.2 |
| 185 | preoccupied | 6.4 | 7.2 | 6.6 | 225 | shallow | 9.6 | 9.5 | 10.4 |
| 186 | progressive | 6.4 | 6.3 | 6.8 | 226 | sharp-witted | 6.4 | 9.7 | 10.3 |
| 187 | prudish | 8.0 | 6.6 | 6.9 | 227 | shiftless | 0 | 9.6 | 10.1 |
| 188 | quarrelsome | 0 | 6.4 | 6.5 | 228 | show-off | 4.0 | 8.7 | 10.1 |
| 189 | quick | 0.8 | 6.2 | 6.7 | 229 | shrewd | 4.0 | 8.6 | 9.0 |
| 190 | quiet | 11.2 | 7.8 | 6.6 | 230 | shy | 31.2 | 10.0 | 12.9 |
| 191 | quiet | 21.6 | 7.8 | 6.6 | 231 | silent | 4.8 | 9.8 | 12.6 |
| 192 | quitting | 0 | 9.6 | 9.9 | 232 | simple | 1.6 | 9.4 | 12.7 |
| 193 | rational | 23.2 | 12.5 | 12.7 | 233 | sincere | 35.2 | 8.8 | 13.0 |
| 194 | rattlebrained | 0.8 | 11.8 | 13.1 | 234 | slipshod | 1.6 | 9.0 | 12.9 |
| 195 | realistic | 24.0 | 11.9 | 13.0 | 235 | slow | 5.6 | 9.8 | 12.8 |
| 196 | reasonable | 35.2 | 13.3 | 12.4 | 236 | sluggish | 0 | 12.3 | 14.0 |
| 197 | rebellious | 1.6 | 13.2 | 12.4 | 237 | snug | 2.4 | 10.4 | 12.3 |
| 198 | reckless | 0.8 | 14.4 | 13.8 | 238 | snobbish | 11.2 | 10.9 | 12.2 |
| 199 | reflective | 14.4 | 14.4 | 13.8 | 239 | social | 29.6 | 10.7 | 12.3 |
| 200 | relaxed | 10.4 | 13.9 | 13.6 | 240 | soft-hearted | 12.0 | 7.4 | 9.0 |

TABLE T44 (CONTINUED)
PERCENTAGE RESPONSES AND TEN-ITEM MOVING AVERAGE

ON THE ADJECTIVE CHECK LIST

| ACL Item Number | ACL Item | Percentage of Raters Checking Item | Ten Item Moving Average | Standard Deviation | ACL Item Number | ACL Item | Percentage of Raters Checking Item | Ten Item Moving Average | Standard Deviation |
|-----------------|---------------|------------------------------------|-------------------------|--------------------|-----------------|----------------|------------------------------------|-------------------------|--------------------|
| 241 | sophisticated | 9.6 | 8.3 | 8.6 | 271 | tough | 3.2 | 13.0 | 9.4 |
| 242 | spendthrift | 0 | 7.8 | 9.1 | 272 | trusting | 17.5 | 11.6 | 8.7 |
| 243 | spineless | 2.4 | 10.0 | 9.6 | 273 | unaffected | 9.5 | 8.7 | 6.6 |
| 244 | spontaneous | 10.4 | 13.0 | 11.5 | 274 | unambitious | 5.8 | 8.8 | 6.5 |
| 245 | spunky | 0.8 | 12.1 | 12.1 | 275 | unassuming | 9.8 | 9.2 | 7.3 |
| 246 | stable | 21.6 | 9.1 | 10.8 | 276 | unconventional | 0.6 | 8.3 | 6.9 |
| 247 | steady | 32.8 | 8.0 | 11.1 | 277 | undependable | 2.4 | 8.3 | 6.9 |
| 248 | stern | 1.8 | 7.8 | 11.1 | 278 | understanding | 22.4 | 8.2 | 7.0 |
| 249 | stingy | 0 | 8.0 | 11.0 | 279 | unemotional | 7.2 | 8.9 | 6.2 |
| 250 | stolid | 0.8 | 9.2 | 11.0 | 280 | unexcitable | 4.8 | 6.0 | 6.4 |
| 251 | strong | 8.0 | 9.3 | 11.0 | 281 | unfriendly | 1.8 | 5.4 | 6.7 |
| 252 | stubborn | 1.6 | 9.3 | 11.0 | 282 | uninhibited | 4.8 | 4.8 | 6.6 |
| 253 | submissive | 14.4 | 7.1 | 10.4 | 283 | unintelligent | 0.6 | 4.8 | 6.6 |
| 254 | suggestible | 11.2 | 3.9 | 5.3 | 284 | unkind | 0 | 5.0 | 6.5 |
| 255 | sulky | 0.8 | 5.1 | 8.0 | 285 | unrealistic | 3.2 | 3.3 | 2.4 |
| 256 | superstitious | 0 | 7.6 | 8.3 | 286 | unscrupulous | 0.6 | 2.6 | 2.1 |
| 257 | suspicious | 0.8 | 8.1 | 8.0 | 287 | unselfish | 4.8 | 4.5 | 7.1 |
| 258 | sympathetic | 13.6 | 10.2 | 10.3 | 288 | unstable | 4.8 | 7.6 | 11.3 |
| 259 | tactful | 24.8 | 10.6 | 10.0 | 289 | vindictive | 0 | 8.2 | 11.3 |
| 260 | tactless | 6.4 | 12.1 | 11.5 | 290 | versatile | 24.0 | 8.8 | 10.8 |
| 261 | talkative | 28.8 | 11.1 | 12.0 | 291 | warm | 32.8 | 9.7 | 10.6 |
| 262 | temperamental | 5.6 | 13.4 | 12.0 | 292 | wary | 11.2 | 10.8 | 10.4 |
| 263 | tense | 28.8 | 16.3 | 11.9 | 293 | weak | 6.4 | 11.3 | 9.9 |
| 264 | thankless | 1.6 | 16.4 | 11.8 | 294 | whiny | 8.8 | 11.4 | 9.8 |
| 265 | thorough | 23.2 | 16.9 | 11.8 | 295 | wholesome | 12.8 | 11.5 | 9.8 |
| 266 | thoughtful | 28.6 | 18.0 | 11.5 | 296 | wise | 7.2 | 12.9 | 8.6 |
| 267 | thrifty | 1.6 | 15.8 | 11.6 | 297 | withdrawn | 6.4 | 10.6 | 8.6 |
| 268 | timid | 18.4 | 13.3 | 11.3 | 298 | witty | 5.8 | | |
| 269 | tolerant | 16.0 | 14.5 | 11.0 | 299 | worrying | 13.6 | | |
| 270 | touchy | 4.8 | 12.6 | 9.8 | 300 | zany | 1.6 | | |

STUDY A

INTERVIEWER CHARACTERISTICS

Responses to the interviewer questionnaire (Appendix XIII) are summarised in Figure FA4. This figure illustrates the wide range of the sample in terms of the variety of employers and interviewer characteristics. Further, one important factor emerges. All eleven interviewers held personal authority to reject candidates at the initial interview stage, and so, to determine the pool of applicants remaining for subsequent selection procedures. On this point, nine organisations conducted further interviews (often under the jurisdiction of line managers), with only two organisations conducting some form of assessment centre procedure. Nevertheless, the initial milkround interview was clearly important because it represented the first opportunity for the organisation to reject the candidate.

FIGURE FA4

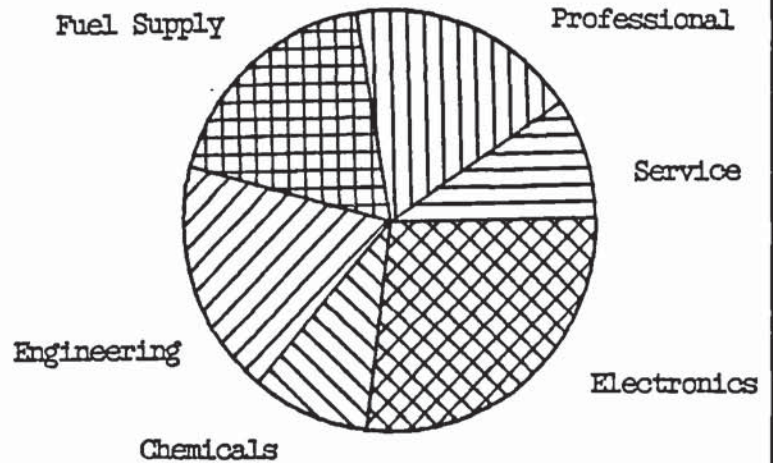
STUDY A

INTERVIEWER CHARACTERISTICS

ORGANISATIONAL CHARACTERISTICS

TYPE OF INDUSTRY

| | |
|--------------|-------|
| Engineering | 2 |
| Fuel Supply | 2 |
| Service | 1 |
| Professional | 2 |
| Chemicals | 1 |
| Electronics | 3 |
| | <hr/> |
| | 11 |



FINANCIAL TURNOVER
IN POUNDS PER ANNUM

| | |
|---------------|-------|
| Less than 1M. | 1 |
| 1M. to 100M. | 3 |
| Over 100M. | 7 |
| | <hr/> |
| | 11 |

EMPLOYEES IN THE U.K.

| | |
|----------------|-------|
| Less than 1000 | 2 |
| 1001 to 5000 | 4 |
| 5001 to 10000 | 2 |
| Over 10000 | 3 |
| | <hr/> |
| | 11 |

FIGURE FA4

| INTERVIEWER CHARACTERISTICS | | |
|---|--|---|
| <u>LEVEL OF RESPONSIBILITY</u> Staff Partner (S.P.) 1 Personnel Director (P.D.) 1 Personnel Manager (P.M.) 5 Personnel Officer (P.O.) 4 <hr/> 11 | <u>LEVEL OF RESPONSIBILITY AGAINST SEX OF INTERVIEWER</u> <p>Male </p> <p>Female </p> | |
| <u>SEX OF INTERVIEWER</u> Male 5 Female 6 <hr/> 11 | | |
| <u>AGE OF INTERVIEWERS</u> Under 25 2 26 - 30 3 31 - 35 1 36 - 40 1 41 - 50 2 Over 50 2 <hr/> 11 | <u>INTERVIEWER TRAINING COURSES ATTENDED</u> None 1 One 7 Two - Six 2 Over Six 1 <hr/> 11 | <u>AVERAGE NUMBER OF GRADUATES INTERVIEWED PER ANNUM</u> Minimum 30 Maximum 280 Mean 118 Standard Deviation 73 |
| <u>INTERVIEW DECISION</u> Do you hold personal authority to reject the applicant at this stage? YES 11 NO 0 | <u>INTERVIEW STATUS</u> First and only 0 Prior to final Interview 9 Prior to Assessment Centre Procedures 2 | <u>LENGTH OF SERVICE</u> Within Organisation Minimum - 7 Months Maximum - 35 Years Within Position Minimum - 2 Months Maximum - 7 Years |

FIGURE FA5

INTERVIEWER QUESTIONNAIRE

INSTRUCTIONS

This questionnaire contains 13 questions relating to your employing organisation, your position within the organisation, and brief personal details. All replies will be treated as strictly confidential and will only be used in summarised format for the purpose of this research.

PART I - TYPE OF EMPLOYING ORGANISATION

1. Employer's name?

2. Within which industry/industries does the organisation operate?

3. How many staff do you employ in the UK?

| LESS THAN 1000 | 1001-5000 | 5001-10000 | OVER 10000 |
|----------------|-----------|------------|------------|
| | | | |

4. What was the organisation's financial turnover approximately during the last financial year?

| LESS THAN £1M. | £1M.-£50M. | £51M.-£100M. | OVER £100M. |
|----------------|------------|--------------|-------------|
| | | | |

PART II - POSITION OF RESPONSIBILITY

5. What is your job title?

6. To whom do you report?

7. How long have you been working for this organisation?

____ YEARS MONTHS

8. How long in your present position?

____ YEARS MONTHS

9. As an approximate estimate, how many graduates do you interview per annum?

| UNDER 50 | 51-100 | 101-150 | OVER 150 |
|----------|--------|---------|----------|
| | | | |

PART III - PERSONAL DETAILS

10. Please mark your sex

MALE

☐

FEMALE

☐

11. Please mark your age

| | | | | | |
|----------|-------|-------|-------|-------|---------|
| UNDER 26 | 26-30 | 31-35 | 36-40 | 41-50 | OVER 50 |
| | | | | | |

12. Give a brief summary of your educational background

13. Give brief details of any interviewer training courses attended, either in-company or run by external consultants

PLEASE LEAVE THIS QUESTIONNAIRE UNSIGNED

THANK YOU FOR YOUR CO-OPERATION

| | | | |
|------|--------------------------|--------|--------------------------|
| MALE | <input type="checkbox"/> | FEMALE | <input type="checkbox"/> |
|------|--------------------------|--------|--------------------------|

DATE _____

INSTRUCTIONS

Listed below are 70 adjectives. Read them quickly, and as the interviewer assessing the candidate, rate each descriptive adjective from '1 LOW' to '9 HIGH'. Try to avoid the 'NOT APPLICABLE' rating whenever possible - only use this rating if the adjective is totally inapplicable. Do not worry about duplications, contradictions, and so forth. Work quickly, and do not spend too much time on one adjective.

CONVENTIONAL
CONVINCING
DEMONSTRATIVE
DIPLOMATIC
DOMINANT
EMOTIONALLY-RESTRAINED
ENERGETIC
ENTHUSIASTIC
EXTROVERTED
FORTHRIGHT
FORWARD-THINKING
GLAMOROUS
HESITANT
HONEST
HUMOROUS
IMPULSIVE
INSECURE
INSPIRED
INTELLECTUAL
INTELLECTUALLY-AGILE
INTELLIGENT
INTENSE
INTERESTING
INTROVERTED
INTUITIVE

[illegible][illegible]

SLY
STUDIOUS
SUSPICIOUS
TACTFUL
TRUSTWORTHY
TRUTHFUL
VERBALLY-FLUENT
VOCAL
VOLUME
WILLING

THANK YOU FOR YOUR CO-OPERATION

[illegible]

EXPERIMENT II

INTERVIEWER GROUP CHARACTERISTICS

Figure FA7 summarises the characteristics of the sample of professional interviewers who participated in this experiment.

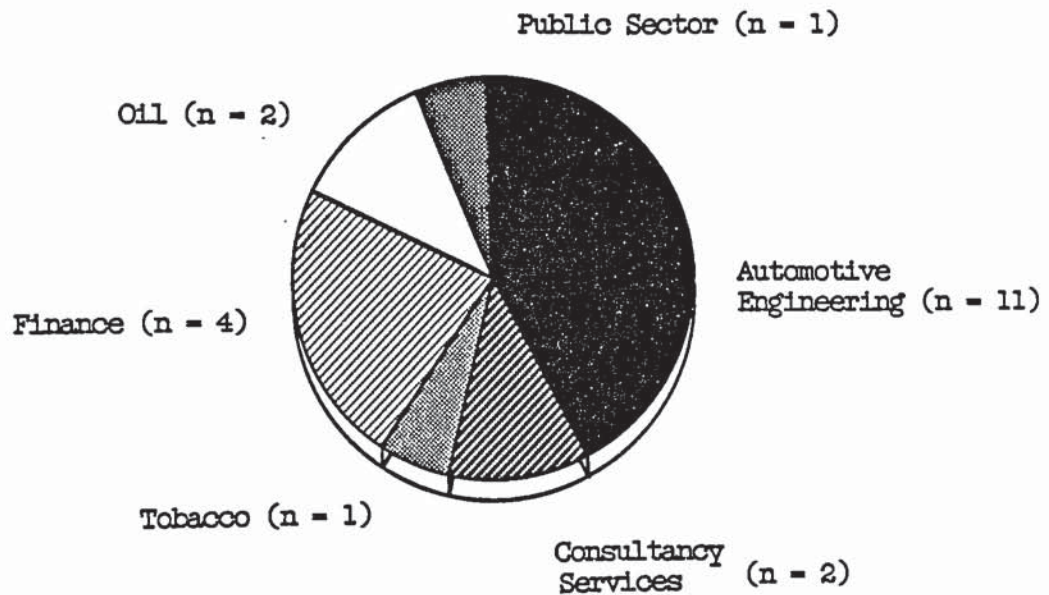
The interviewers tended to work for larger organisations employing over 10,000 staff and having financial turnovers in excess of 100 million pounds per annum. Length of service within organisations ranged from only 1 month to over 24 years, with a mean of 6 years, 8 months. Length of service within present position was correspondingly less, the mean being just 1 year, 8 months. This reflects the source of access to these subjects which was interviewer training courses, where one would expect that those attending would have recently gained responsibility for recruitment. Several of the interviewers conducted over 50 graduate interviews per annum, and the age of interviewers was fairly evenly distributed so that it is clear that the sample did not comprise of young and inexperienced recruiters. Rather, the findings that only 2 of the interviewers were members of the Institute of Personnel Management and that 14 of the 21 had no previous interviewer training indicates that the majority were not professionally trained prior to attending these courses.

FIGURE FA7

EXPERIMENT III

INTERVIEWER CHARACTERISTICS

ORGANISATIONAL CHARACTERISTICS



FINANCIAL TURNOVER
IN POUNDS PER ANNUM

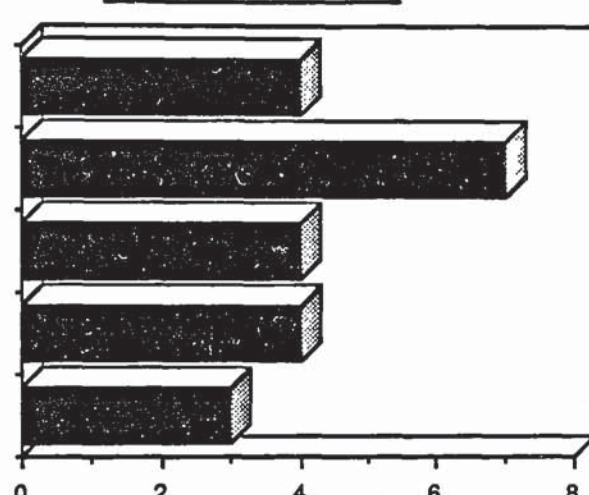
| | |
|---------------|-----------|
| Less than 1M. | 0 |
| 1M. to 50M. | 2 |
| 51. to 100M. | 0 |
| OVER 100M. | 19 |
| | <u>21</u> |

EMPLOYEES IN THE U.K.

| | |
|----------------|-----------|
| Less than 1000 | 2 |
| 1001 to 5000 | 3 |
| 5001 to 10000 | 2 |
| Over 10000 | 14 |
| | <u>21</u> |

INTERVIEWER CHARACTERISTICS (CONTINUED)

INTERVIEWER CHARACTERISTICS

| | | | |
|---|--|--|--|
| <u>JOB FUNCTION</u> Personnel Management 12 Line Management 9 <hr/> 21 | | <u>AGE OF INTERVIEWERS</u>  | |
| <u>SEX OF INTERVIEWERS</u> Male 16 Female 5 <hr/> 21 | | | |
| <u>AGE OF INTERVIEWERS</u> Under 26 3 26 - 30 4 31 - 35 4 36 - 40 7 41 - 50 3 Over 50 0 <hr/> 21 | | <u>INTERVIEWER TRAINING COURSES ATTENDED</u> None 14 One 6 Two - Six 1 Over Six 0 <hr/> 21 | |
| | | <u>NUMBER OF GRADUATES INTERVIEWED PER ANNUM</u> Under 50 16 51 - 100 3 101 - 150 1 Over 150 1 <hr/> 21 | |
| <u>LENGTH OF SERVICE WITHIN ORGANISATION</u> Minimum - 1 Month Maximum - 24 Years, 8 Months Mean - 6 Years, 8 Months Standard Deviation - 6 Years, 9 Months | | <u>LENGTH OF SERVICE WITHIN POSITION</u> Minimum - 1 Month Maximum - 6 Years, 6 Months Mean - 1 Year, 8 Months Standard Deviation - 2 Years | |

EXPERIMENT II

STANDARD OPERATION INSTRUCTIONS

1. Introduce research.
2. Distribute background information and experimental instructions.
3. Allow 5 to 10 minutes for subjects to familiarise themselves with the background material.
4. Ask for questions.
5. RUN VT. SET STOPWATCH TO START.
6. Allow 4 minutes precisely.
7. STOP VT. STOP STOPWATCH.
8. Say: "Can I pause the recording at this point for a moment".
9. Distribute the Interviewee Assessment Form.
10. Say: "Can you complete the details at the start of the form. (pause) Let us read through the instructions together "
11. Ask for questions.
12. Say: "Now complete the form in your own time."
13. Allow all subjects time to finish.
14. Collect in all IAFs.
15. RUN VT.
16. Allow VT to run for its remaining duration.
17. Distribute IAF.
18. Say: "Once again, please complete the rating form in your own time."
19. Collect in all completed IAFs. Debriefing presentation.

FIGURE 1A8

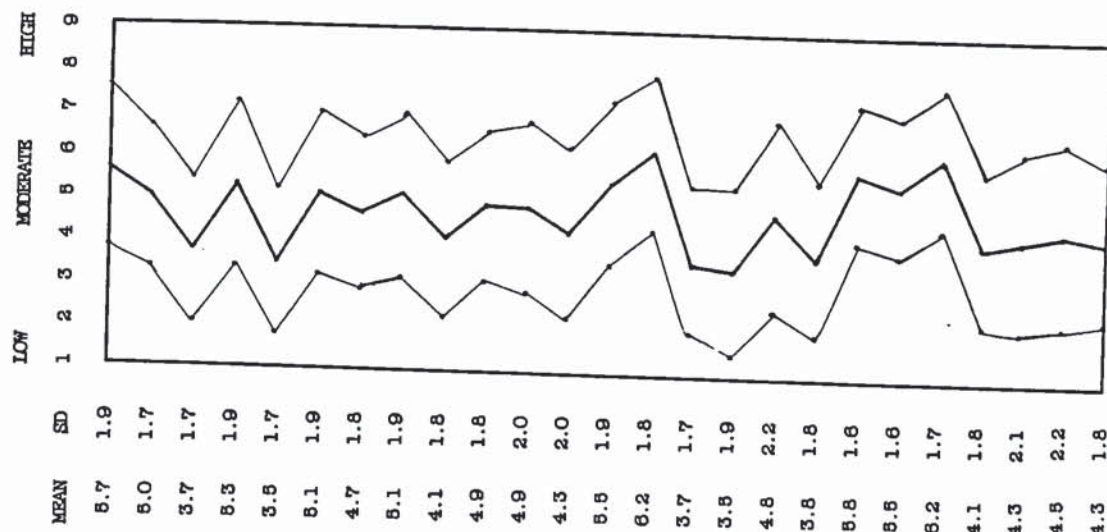
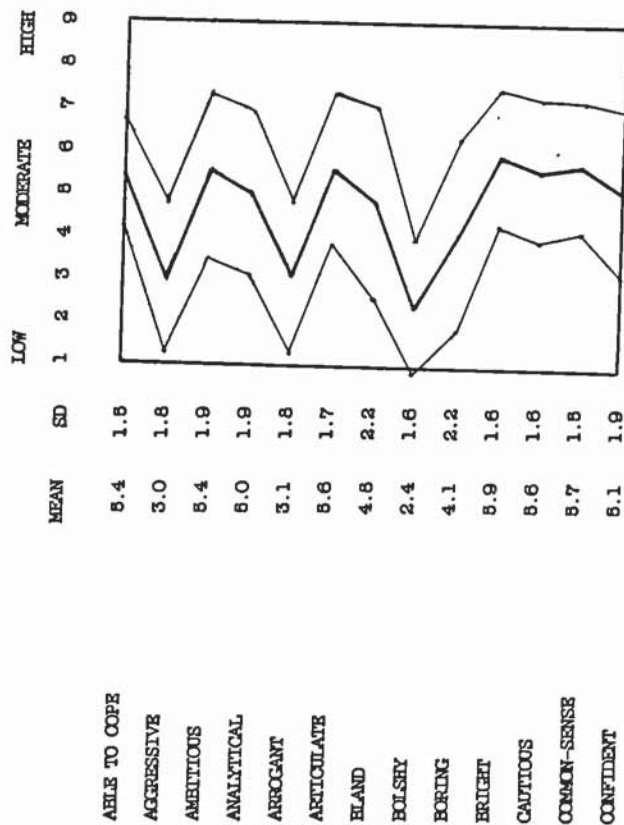
APPENDIX XVII

EXPERIMENT II

PROFILE OF RATER ASSESSMENTS OF THE CANDIDATE

(N = 108)

| MEAN |
|--------------------------------------|
| PLUS/MINUS ONE STANDARD DEVIATION |



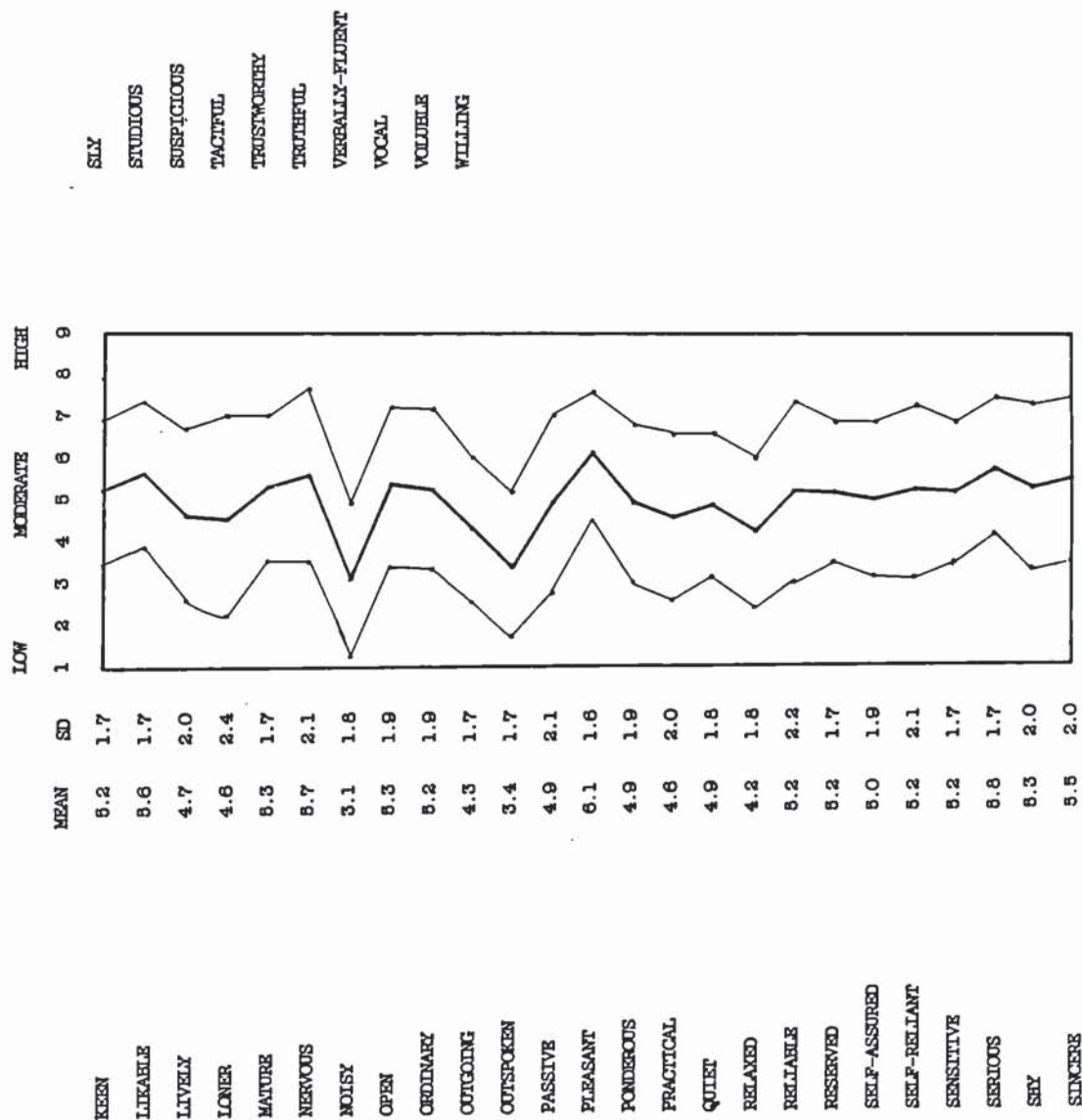
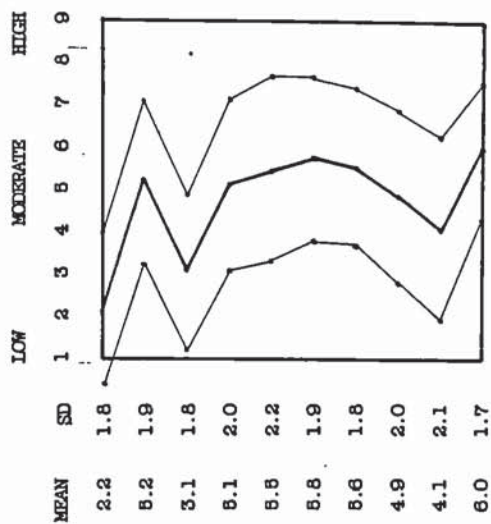


FIGURE FA9

INTERVIEWEE PERSONALITY ASSESSMENT

INSTRUCTIONS

As the interviewer responsible for assessing the candidate rate their personality on each of the following scales. Remember to consider your rating carefully for each scale as part of your overall assessment of the candidate's personality.

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|

BORING

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|

RELAXED

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|

WEAK

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|

GENERALLY UNSUCCESSFUL IN LIFE

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|

ACTIVE

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|

INTERESTING

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|

NERVOUS

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|

STRONG

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|

GENERALLY SUCCESSFUL IN LIFE

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|

PASSIVE

Thank you for your cooperation.

EXPERIMENT III

INTERVIEW SCRIPT

ER: Interviewer
C: Candidate

ER Miss Greenwood? [Candidate enters]

C Yes. [Shake hands]

ER Hello, please take a seat. [Both sit down]

C Thank you.

ER My name's Sharon Bartlett and I'm the personnel manager for Jupiter Stationery. Thank you for coming to talk to me today. What I would like to do, if I can, is to spend about half an hour talking to you about your background and also raise a few points with you about your application. Of course, if you do have any questions you would like to ask me please do so.

C Fine.

ER Is that OK?

C Yes, that's fine.

ER Good. Well, perhaps the best thing for us to do is to work through your application and have a chat about each part in turn. Your family lives in Rugby, have they lived there for long?

C Yes, since I've been born anyway.

ER And of course you went to high school in Rugby?

C Yes, that's right.

ER Tell me a bit about the school.

C The school was a girls-only school with about six hundred pupils I think. I did my 'O' levels and my 'A' levels there, and I really quite enjoyed it.

ER Why did you chose the 'A' levels you did?

C Well, I chose english literature because I did well in it at 'O' level. I have always liked english - it seemed the right choice to do literature for 'A' level. Biology and geography I did because I was interested in them. I wasn't really sure

what I wanted to do after school, so I tried to keep a broad base in my 'A' levels.

ER But you did quite well in your results, didn't you - two A's and one B?

C Yes, I was very pleased.

ER Why did you chose the business studies course at Aston?

C I thought it would be quite vocational and I felt quite interested in the course.

ER Why?

C Well, I have always been quite interested in areas of management, although I haven't always known exactly what it involved. The course appealed to me because it seemed practical and it had a personnel option. Really I suppose I chose it because when I was working for Sainsburys I had chance to talk to the personnel officer there and since then I have wanted to do that sort of work and make my career in personnel. Also, this course has a year's industrial placement and I thought this would be very useful experience.

ER Do you still think this is the case?

C Yes I do.

ER Is this why you have taken the subjects you have in your second year - I mean sociology and psychology?

C Yes, that's right. I made my mind up really during the first year when we did elements of social science which is a general introduction to these subjects.

ER I see. So some of your second year subjects are optional and some are compulsory - is that right?

C Yes it is. Foundations of management is compulsory; it involves various subjects, but the other options I am doing are the ones I chose during the first year.

ER And you say that you made your mind up to do these subjects when you were working for Sainsburys?

C Well, I spoke quite a lot to the personnel officer at Sainsburys, so I had chance to find out from her about personnel. The subjects I enjoyed most during the first year were those related to personnel, and this reinforced my interest in it.

ER You worked part-time for them?

C Yes, that's right.

- ER And what were you doing - working on the checkout desks?
- C Mostly. But I also helped when the shelves needed re-stocking or when the meat department needed help. It was a bit of everything really: checkouts, stocking, as I say, a bit of everything.
- ER This was a Saturday job then was it?
- C Well, Saturdays and Thursday evenings.
- ER It also earned you some money I suppose!
- C Yes it did.
- ER How did you find it working for Sainsburys on the Saturday as well as having to study for your exams at that time - it would have been your 'A' levels, wouldn't it?
- C Yes. Well, it was quite hard work I suppose but it was only in the first year of my 'A' levels so it wasn't that bad really. I didn't carry on for the second year because I thought this would have been too much if I was sitting for my exams.
- ER Yes, I see. Your school agreed to you doing the Saturday job then?
- C Yes, they accepted that girls would get Saturday jobs and even encouraged it to a certain extent.
- ER Did you enjoy the work you did?
- C Yes I did very much. I liked the contact with the different sorts of people.

EXPERIMENT III

IMPORTANT

PLEASE READ THESE INSTRUCTIONS CAREFULLY

You are to be shown four brief videotape recordings of the initial stages of four different graduate employment interviews.

Concentrate fully throughout the duration of these recordings as if you were the interviewer responsible for the assessment of this candidate.

Make notes if you wish, but please do not begin your final assessment until requested to do so.

If you have any questions please ask before each recording commences, or alternatively, after it has finished.

DO NOT INTERRUPT THE RECORDINGS

PLEASE REMEMBER:

ASSESS THE CANDIDATE AS IF YOU WERE THE INTERVIEWER

| | |
|--|---|
| INTERVIEWEE ASSESSMENT FORM | |
| NAME _____ SEX <input type="checkbox"/> MALE <input type="checkbox"/> FEMALE ASSESSMENT OF _____ DATE _____ | INSTRUCTIONS As the interviewer responsible for assessing the candidate, rate each of the following aspects of the candidate's behaviour. |

POSTURE

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|

Closed posture -
arms folded,
legs crossed

Open posture -
arms unfolded,
legs not crossed

POSTURAL CHANGES

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|

No changes in posture

Frequent changes
in posture

FACIAL EXPRESSIONS

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|

Predominantly negative
facial expressions -
frequent frowning, scowling, etc.

Predominantly positive
facial expressions -
frequent smiling,
laughter, etc.

EYE CONTACT

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|

No eye contact whatsoever,
gaze avoided at all times

Continuous eye contact,
gaze maintained at all
times

HAND GESTURES

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|

No hand gestures,
hands remained completely still

Continuous and
repetitive hand
gestures

HEAD MOVEMENTS

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|

No movements of the head -
nodding, shaking, etc.

Frequent and
repetitive movements
of the head

EXPERIMENT III

INTERVIEWER CHARACTERISTICS

Responses to the interviewer questionnaire are summarised in Figure FA12.

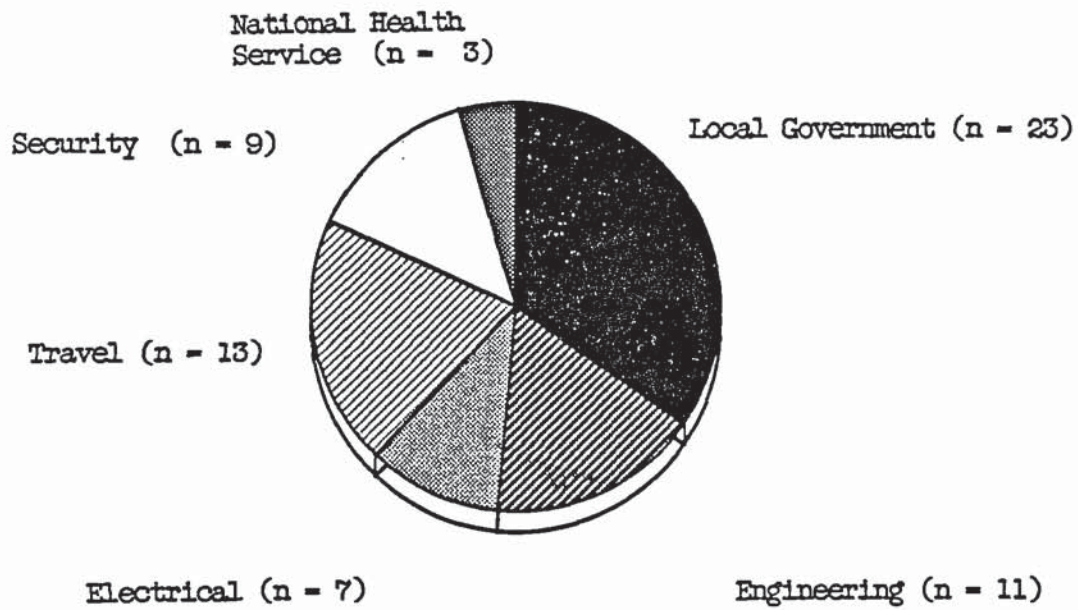
Two of the personnel specialists who participated in this experiment declined to complete the questionnaire even though the form was anonymous. The reasons for this refusal are uncertain, but it is likely that this action is indicative of the threat posed by interviewing research to the personnel specialist whose job function may well include this responsibility.

Referring to the figure, the organisational characteristics reflect the limited opportunities for access to practising interviewers rather than any pre-determined mix sought as part of the experimental design. Around half of the subjects were untrained, with 34 of the 66 respondents (51%) having had no formal interviewer training. The age distribution statistics show a number of younger interviewers as part of the group, with 23 (35%) being under the age of 30 years. In terms of length of service, 30 (45%) had been working for their present employer for less than 5 years, whilst 45 (68%) had been in their current position for under 2 years. Although it is unlikely that these characteristics fundamentally affected the rating patterns of subjects in this experiment, these points should be noted particularly in relation to the generality of these findings to the wider graduate selector population.

FIGURE FA12

INTERVIEWER CHARACTERISTICS

ORGANISATIONAL CHARACTERISTICS



FINANCIAL TURNOVER
IN POUNDS PER ANNUM

| | |
|---------------|-----------|
| Less than 1M. | 0 |
| 1M. to 50M. | 25 |
| 51. to 100M. | 1 |
| OVER 100M. | 40 |
| | <u>66</u> |

EMPLOYEES IN THE U.K.

| | |
|----------------|-----------|
| Less than 1000 | 16 |
| 1001 to 5000 | 16 |
| 5001 to 10000 | 6 |
| Over 10000 | 28 |
| | <u>66</u> |

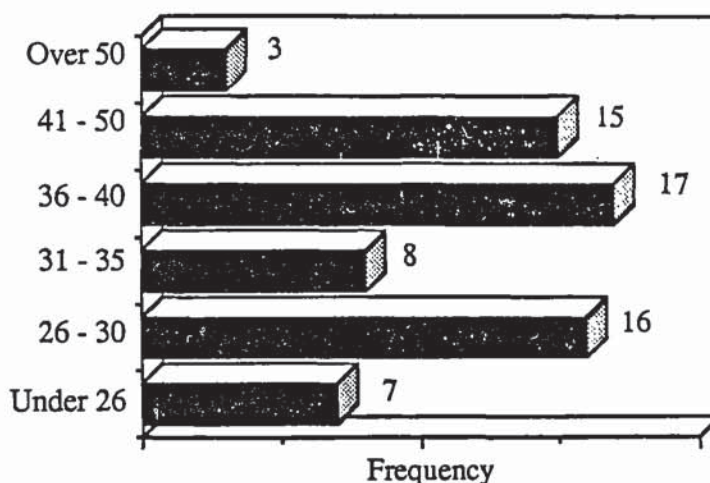
INTERVIEWER CHARACTERISTICS (CONTINUED)

INTERVIEWER CHARACTERISTICS

JOB FUNCTION

| | |
|----------------------|-----------|
| Personnel Management | 36 |
| Line Management | 30 |
| | <u>66</u> |

AGE OF INTERVIEWERS



SEX OF INTERVIEWERS

| | |
|--------|-----------|
| Male | 34 |
| Female | 32 |
| | <u>66</u> |

AGE OF INTERVIEWERS

| | |
|----------|-----------|
| Under 26 | 7 |
| 26 - 30 | 16 |
| 31 - 35 | 8 |
| 36 - 40 | 17 |
| 41 - 50 | 15 |
| Over 50 | 3 |
| | <u>66</u> |

INTERVIEWER TRAINING COURSES ATTENDED

| | |
|-----------|-----------|
| None | 34 |
| One | 14 |
| Two - Six | 16 |
| Over Six | 2 |
| | <u>66</u> |

NUMBER OF GRADUATES INTERVIEWED PER ANNUM

| | |
|-----------|-----------|
| Under 50 | 61 |
| 51 - 100 | 4 |
| 101 - 150 | 1 |
| Over 150 | 0 |
| | <u>66</u> |

LENGTH OF SERVICE WITHIN ORGANISATION

| | |
|---------------|-----------|
| Under 5 Years | 30 |
| 5 - 10 Years | 12 |
| 10 - 15 Years | 14 |
| Over 15 Years | 20 |
| | <u>66</u> |

LENGTH OF SERVICE WITHIN POSITION

| | |
|---------------|-----------|
| Under 2 Years | 45 |
| 2 - 5 Years | 9 |
| 5 - 10 Years | 8 |
| Over 10 Years | 4 |
| | <u>66</u> |

EXPERIMENT III

STANDARD OPERATION INSTRUCTIONS

1. Say:
"Good morning/afternoon. Thank you for agreeing to participate in this study into interview techniques which should last for about forty-five minutes in total. Please remember throughout the study that you are the interviewer responsible for assessing the candidate and that you are personally accountable for your assessment."
2. Distribute background information.
3. Say:
"Please read these documents carefully. Make any notes you wish, but do not mark these copies in any way."
4. Ask subjects to complete the rater questionnaire.
5. Allow five - ten minutes for all to finish.
6. Distribute assessment forms and say:
"Please browse through this form and familiarise yourself with its contents. You will be asked to complete this form after each recorded interview session has finished."
7. Ask for any questions.
8. Play VT(1).
9. Ask for ratings of VT(1), and say:
"Remember that you are personally responsible for decisions that you make as part of your assessment"
10. Collect in all ratings.
11. Say:
"That is the first/second/third session completed. Please now turn your attention to the next session. Do not think further on the previous session, and most importantly, do not let your impressions affect your reaction to the next session. Is this clear? Are there any questions?"
12. Play VT(11).
13. Ask for ratings of VT(11) as in 9.

14. Say 11.
15. Collect in all ratings.
16. Play VT(iii).
17. Ask for ratings of VT(iii) as in 9.
18. Collect in all ratings.
19. Say 11.
20. Play VT(iv).
21. Ask for ratings of VT(iv) as in 9.
22. Collect in all ratings.
23. Say:
 "That is the end of the study. Thank you for your
 co-operation."

STUDY B

SAMPLE CHARACTERISTICS

Responses to the interviewer questionnaire are summarised in Figure FA13.

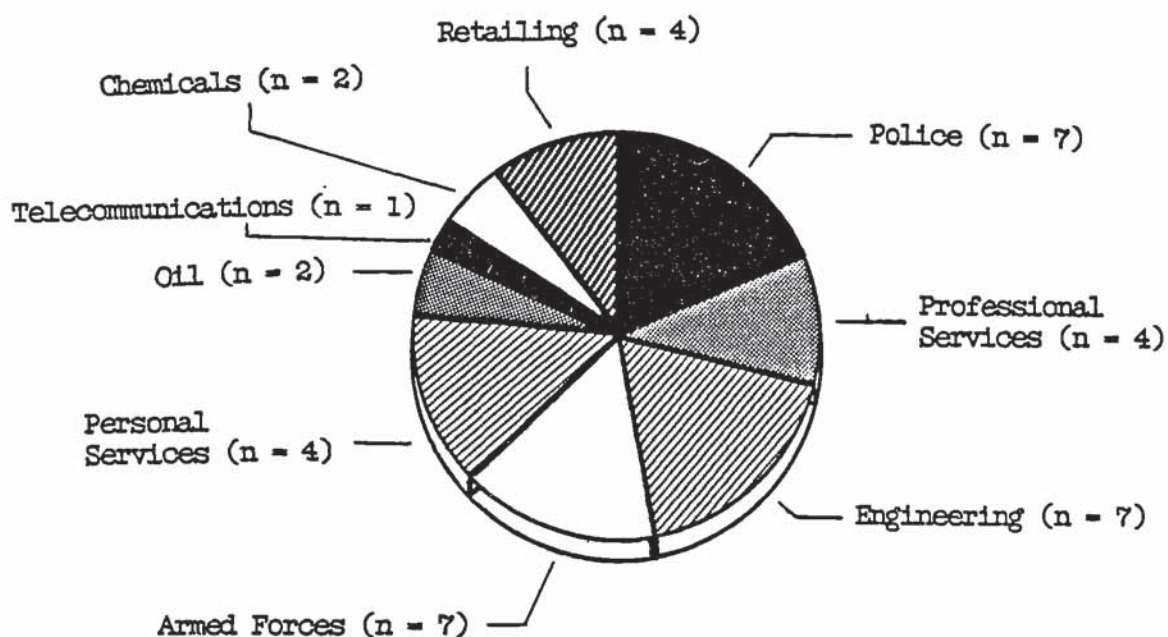
The participating interviewers worked mostly for larger organisations with financial turnovers in excess of 500 million pounds per annum (72% of the sample), and employing over 10,000 staff in the UK (60% of the sample). The sample included a high proportion of interviewers with long service records in that 22 of the 38 (58%) had been working for their organisations for over 10 years. Most interviewers, however, had been in their present position for between 1 and 5 years only (25 of the 38, or 66%). The majority had undergone some form of interviewer training, with just 7 of the 38 (18%) having had no formal training. Several participants interviewed large numbers of graduates per annum, with 9 of the sample (24%) interviewing over 150 graduates each year.

It is clear from these responses that the sample consisted of experienced interviewers, most of whom were trained in interviewing techniques, and some of whom conducted large numbers of interviews with graduates. Due to the random sample taken, it is likely that the results of this study are representative of wider trends in graduate interviewer impression formation.

FIGURE FA13

INTERVIEWER CHARACTERISTICS

ORGANISATIONAL CHARACTERISTICS



TOTAL N = 38

FINANCIAL TURNOVER
IN POUNDS PER ANNUM

| | |
|----------------|-----------|
| Less than 1M. | 0 |
| 1M. to 100M. | 5 |
| 100M. to 500M. | 7 |
| OVER 500M. | 26 |
| | <u>38</u> |

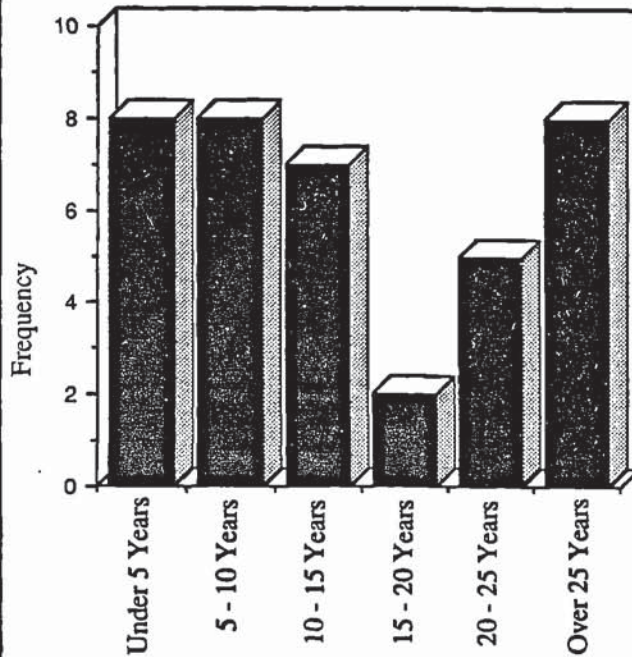
EMPLOYEES IN THE U.K.

| | |
|----------------|-----------|
| Less than 1000 | 5 |
| 1001 to 5000 | 5 |
| 5001 to 10000 | 5 |
| Over 10000 | 23 |
| | <u>38</u> |

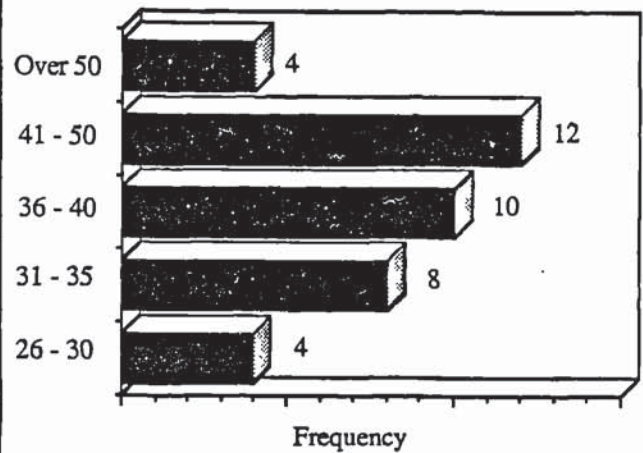
INTERVIEWER CHARACTERISTICS (CONTINUED)

INTERVIEWER CHARACTERISTICS

LENGTH OF SERVICE WITHIN ORGANISATION



AGE OF INTERVIEWERS



INTERVIEWER JOB FUNCTION

| | |
|-------------------------|-----------|
| Personnel Management | 23 |
| Line Management | 15 |
| | <u>38</u> |

INTERVIEWER TRAINING COURSES ATTENDED

| | |
|-----------|-----------|
| None | 7 |
| One | 19 |
| Two - Six | 12 |
| Over Six | 0 |
| | <u>38</u> |

NUMBER OF GRADUATES INTERVIEWED PER ANNUM

| | |
|-----------|-----------|
| Under 50 | 18 |
| 51 - 100 | 8 |
| 101 - 150 | 3 |
| Over 150 | 9 |
| | <u>38</u> |

LENGTH OF SERVICE WITHIN ORGANISATION

| | |
|---------------|-----------|
| Under 5 Years | 8 |
| 5 - 10 Years | 8 |
| 10 - 15 Years | 7 |
| 15 - 20 Years | 2 |
| 20 - 25 Years | 5 |
| Over 25 Years | <u>8</u> |
| | <u>38</u> |

LENGTH OF SERVICE WITHIN POSITION

| | |
|---------------|-----------|
| Under 1 Year | 6 |
| 1 - 5 Years | 25 |
| 5 - 10 Years | 4 |
| Over 10 Years | <u>3</u> |
| | <u>38</u> |

FIGURE FA14

OVERALL ASSESSMENT SCALES

INSTRUCTIONS

As your overall assessment of the candidate, assess each of the following scales. All ratings are strictly confidential, so please attempt to assess the outcome of the interview frankly and honestly.

THESE RATINGS WILL NOT BE SHOWN OR DISCUSSED WITH ANYONE

1. Did you like or dislike the candidate?

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|

LIKED DISLIKED

2. Referring to your assessment of the candidate's personality, is this interviewee similar or dissimilar to you?

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|

SIMILAR DISSIMILAR

3. How suitable is the candidate for the position or occupation?

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|

SUITABLE UNSUITABLE

4. In conclusion, is the candidate acceptable for the next stage(s) of the organisation's selection procedure?

☐

NOT ACCEPTABLE - CANDIDATE REJECTED

☐

ACCEPTABLE - CANDIDATE TO BE INCLUDED

Pages removed for copyright restrictions.