THE EFFECT OF INTERVIEWEE SEX AND NONVERBAL BEHAVIOR ON THE EVALUATIONS OF STUDENT RATERS IN A SIMULATED EMPLOYMENT INTERVIEW

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ABSTRACT

Boyle, Gerald, T., The Effect of Interviewee Sex and Nonverbal Behavior on the Evaluations of Student Raters in a Simulated Employment Interview. M.S. in Education-College Student Personnel, 1979
(Dr. Daphne Stassin)

The purpose of this study was to reexamine the contention of McGovern, Jones, and Morris (1978) that students can identify the difference between "good" and "poor" nonverbal behavior in a way similar to professional personnel recruiters in the McGovern (1976) study. The subjects (n = 52) in this study were male and female senior undergraduate students majoring in Business Administration at the University of Wisconsin - La Crosse. Four sixteen minute video tapes were made for the McGovern (1976) study and used in this research. A male exhibited "high" nonverbal behavior in one video tape and "low" nonverbal behavior in the other video tape while a female did the same in the other two video tapes. The script was the same in all four video tapes. Each video tape was divided into four, four minute excerpts which highlighted specific components of nonverbal communication. The subjects read a job description and resume, then rated the resume and each of the four excerpts on the video tape according to the interviewees' performance on ten personal characteristics. An overall or composite rating and three confidence ratings were made at the five rating points. A two way analysis of variance was

used to find the effect of interviewee sex and nonverbal behavior on the subjects' ratings. Analysis was conducted on the composite ratings and on the confidence rating "invite for a second interview" at the four rating points in the video tape. The results for the composite rating and for the confidence rating "invite for a second interview" revealed a significant difference for nonverbal behavior at all four rating points. There was also a significant difference in the composite ratings for the sex factor at rating times A and B and a significant interaction between sex and nonverbal behavior at rating times B and D. The results of the present study do not support the findings in the McGovern, Jones and Morris (1978) research. The male and female student subjects in this study were influenced by interviewee sex and by the interaction between sex and nonverbal behavior. The professional male recruiters in the McGovern (1976) study and the male student raters in the McGovern, Jones, and Morris (1978) research were significantly affected by nonverbal behavior while interviewee sex had no significant effect.

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To Mary my wife - Thank you for your love.

CHAPTER 1

Introduction

The employment interview is a popular method for selecting employees. Ulrich and Trumbo (1965) reported that 99 percent of 852 firms surveyed interviewed applicants before hiring. Since the use of the employment interview is so pervasive, it is important to understand how the "accept" or "reject" decision is reached.

It often occurs that interviewers can identify exactly what their decision factors are in the selection process. The personal characteristics of the interviewee such as enthusiasm, aggressiveness, self-confidence, and motivation, are often mentioned by interviewers as decision factors in their selection process. A much more difficult task to perform is the identification of the measuring indices of these personal characteristics of the interviewee. How are these personal characteristics measured and how accurate is the assessment?

A recent innovative approach to answering this question was initiated by McGovern (1976). He investigated the effect of interviewee nonverbal behavior on the interviewer's decision factors in the selection process.

Statement of the Problem

When researchers began investigating the decision-making process in the employment interview the main focus was more on the interviewer as decision maker and how various content as well as interpersonal

factors alter the actual decision-making process. McGovern (1976) investigated the way in which definable interpersonal characteristics of an interviewee interact with what is already known about the interviewer's judgement process.

In his research, McGovern asked professional male personnel representatives to evaluate video tapes of a simulated college placement interview. Nonverbal behavior had a significant effect on the interviewers' evaluations, while the sex of the interviewee had little or no effect on the interviewers' evaluations. Every subject who evaluated the video taped interviewee who demonstrated poor nonverbal behavior, i.e., infrequent eye contact, low voice (difficult to hear), low energy level, speech disturbances, would have rejected the interviewee. In contrast, 89 percent of the subjects who saw an interviewee demonstrating good nonverbal behavior, i.e., consistent eye contact, high voice (easy to hear), high energy level, few speech disturbances, recommended acceptance of the interviewee. Subsequent researchers, McGovern and Tinsley (1978), and Trent (1977), found similar results using professional male interviewers as raters.

In a replication of the McGovern and Tinsley (1978) study, McGovern, Jones, and Morris (1978) used nonprofessional male undergraduate students as the raters of job interviewee nonverbal behavior. The results obtained with the student raters closely paralleled those of professionals. Nonverbal behavior had a significant effect on the interviewers' evaluations while sex did not. Further research is needed to substantiate these results. It remains to be seen how student raters, both male and female,

from a major field of study different from that of the student subjects in the McGovern, Jones, and Morris (1978) study, can evaluate two different levels of interviewee nonverbal behavior.

Importance of Study

The present study was an analysis of the McGovern (1976) study. McGovern used a multiple regression statistical analysis in his research. He used this statistical method to assess the effects of nonverbal behavior and sex on an interviewer's ratings of interviewee characteristics. Separate regression analyses were performed for each characteristic at each of the four rating times, with the sex and nonverbal behavior of the interviewee as predictor variables. Each of four video tapes were divided into four, four minute excerpts which highlighted specific components of nonverbal communication. Before viewing the video tape, all of the subjects were shown an identical resume except for the name "Craig/Sandy Jones," and were asked to rate the interviewee's qualifications based on ten personal characteristics. McGovern also used the pair-wise correlation for ratings of all the characteristics for the resume and at the subsequent four evaluation points. The pair-wise correlation was used to investigate the influence of the ten characteristics, the nonverbal behavior, and the sex of the video taped interviewee on the subjects' composite ratings for the ten personal characteristics.

The multiple regression analysis was not used in this research because of the small number of criterion variables (10) and predictor

variables (2) in the McGovern (1976) study. Also, the sample size (n = 52) in his study appears to be too small for accurate use of the multiple regression analysis. According to Tatsuoka (1969), when using the multiple regression analysis

> ...it has become customary to set aside a certain fraction of the total original sample for the purpose of cross validation; n should be at least 60 and preferably 100 or more for this purpose. (p. 27)

This seems to suggest that the sample size in the McGovern (1976) study did not meet the requirements of the "law of large numbers." According to Kerlinger (1973), "provided the number of the samples are drawn independently, the larger the sample the closer the 'true' value of the population is approached" (p. 160). McGovern (1976) did not report the use of a cross validation study for his findings which resulted from the use of the multiple regression analysis.

The purpose of this study was to reexamine the contention of McGovern, Jones, and Morris (1978) that students can identify the difference between "good" and "poor" nonverbal behavior in a way similar to professional personnel recruiters in the McGovern (1976) study. The subjects in the McGovern, Jones, and Morris (1978) study were male undergraduate students (n = 60) recruited from the introductory psychology research pool and from three upper level psychology courses. It is important to find out if both male and female undergraduate students (n = 52) from a major field of study different from that of the students in the McGovern, Jones, and Morris (1978) study, could identify nonverbal behavior in a way similar to those students. The students in this study were senior Business Administration majors at the University of Wisconsin -

La Crosse. The students in both this study and the McGovern, Jones, and Morris (1978) study viewed the same video tapes used in the McGovern (1976) study.

Empirical support for the development of peer counseling job interview training programs would be enhanced if the ratings of the students and the professional recruiting representatives were comparable. Further research using students as subjects would also be valid if the ratings were comparable.

The major research hypotheses of this study are broken down into the following null hypotheses for each rating point. Each video tape was divided into four excerpts. At the end of each excerpt the subjects were asked to evaluate the performance of the interviewee on ten personal characteristics. They then made a composite rating for these ten personal characteristics and three confidence ratings.

Hypotheses	1-Composite Ratings
A. Rating point 1:	1. There will be no significant difference between the composite ratings for male and female interviewees.
	2. There will be no significant difference in the composite ratings between the high and low nonverbal interviewees.
	3. There will be no significant interaction between the effect of sex and nonverbal behavior on the composite ratings.

B. Rating point 2:

1. There will be no significant difference between the composite ratings for male and female interviewees.

2. There will be no significant difference in the composite ratings between the high and low nonverbal interviewees.

3. There will be no significant interaction between the effect of sex and nonverbal behavior on the composite ratings.

C. Rating point 3:

1. There will be no significant difference between the composite ratings for male and female interviewees.

2. There will be no significant difference in the composite ratings between the high and low nonverbal interviewees.

3. There will be no significant interaction between the effect of sex and nonverbal behavior on the composite ratings.

D. Rating point 4:

1. There will be no significant difference between the composite ratings for male and female interviewees.

2. There will be no significant difference in the composite ratings between the high and low nonverbal interviewees.

3. There will be no significant interaction between the effect of sex and nonverbal behavior on the composite ratings.

II - Confidence Ratings

E. Rating point 1:

1. There will be no significant difference in the confidence rating "invite for a second interview" between the male and female interviewees.

2. There will be no significant difference in the confidence rating "invite for a second interview" between the high and low nonverbal interviewees.

3. There will be no significant interaction between the effect of sex and nonverbal behavior in the confidence rating "invite for a second interview."

F. Rating point 2:

1. There will be no significant difference in the confidence rating "invite for a second interview" between the male and female interviewees.

2. There will be no significant difference in the confidence rating "invite for a second interview" between the high and low nonverbal interviewees.

3. There will be no significant interaction between the effect of sex and nonverbal behavior in the confidence rating "invite for a second interview."

G. Rating point 3:

1. There will be no significant difference in the confidence rating "invite for a second interview" between the male and female interviewees.

2. There will be no significant difference in the confidence rating "invite for a second interview" between the high and low nonverbal interviewees.

3. There will be no significant interaction between the effect of sex and nonverbal behavior in the confidence rating "invite for a second interview."

H. Rating point 4:

1. There will be no significant difference in the confidence rating "invite for a second interview" between the male and female interviewees.

2. There will be no significant difference in the confidence rating "invite for a second interview" between the high and low nonverbal interviewees.

3. There will be no significant interaction between the effect of sex and nonverbal behavior in the confidence rating "invite for a second interview."

Delimitations

The multiple regression statistical analysis was not used in this research. Therefore, correlations were not obtained for the ratings of the ten personal characteristics deemed most important in previous research on the employment interview.

This study was concerned with the effect of interviewee sex and nonverbal behavior on the ratings of male and female student raters as one group. Statistical analysis was not conducted on the results of the male and female student raters as two different groups.

The video tapes used in this research were the same as those used in the McGovern (1976) study. The video tapes were made to exhibit an extreme difference between high and low nonverbal behavior. The difference between high and low nonverbal behavior may be less extreme in the "live" employment interview.

CHAPTER 2

REVIEW OF THE LITERATURE

An Overview

Ever since Walter Dill Scott published what was probably the first investigation of the reliability of employment interviewer's decisions (Scott, 1915) psychologists and personnel administrators have been concerned about the proper use of this popular selection device. Scott had six interviewers separately interview thirty six candidates for sales positions and rank order each candidate. The results, which show wide disagreement among the ranks assigned each applicant, are well known.

Except for some more recent research, virtually every study since Scott's has shown comparable results. Wagner's (1949) classic review of interview research literature up to mid-century and more recent reviews by Mayfield (1964) and Ulrich and Trumbo (1965) highlight the dismal reliability of employment interviewer's decisions. Wagner (1949) summarized all reliability studies up to 1949. The accummulated studies showed that evaluations of overall suitability for employment were distressingly unreliable (median $r = .48$). Mayfield (1964) concluded that ratings of overall suitability made in unstructured interviews are extremely unreliable, and Ulrich and Trumbo (1965) recommended that the interview should be used to assess only social skills and the motivation to work, thus suggesting that judgements about

overall suitability be made by other means.

In an attempt to improve validity and reliability in employment interviews, Webster (1964) and his doctoral students at McGill University pioneered research directed at the process of decision making in the employment interview. They examined the factors which play systematic roles in determining interviewers' final decisions.

McGovern (1976) initiated research aimed at finding the effect of interviewee nonverbal behavior on the ratings of the interviewer. His research pinpointed the critical role of interviewee personal characteristics in the employment interview.

Global Interviewee Characteristics

In four studies in which global interviewee characteristics have been investigated, a questionnaire, self-report methodology was used. Downs (1969) asked 76 professional recruiters to describe the main factors on which an interview decision was made, to relate the degree of confidence and length of time for a decision, and to define some interviewer biases. Drake, Kaplan, and Stone (1972) surveyed 195 corporate interviewers regarding their interview objectives, interview length, and the positive and negative interviewee factors which influenced their decisions. Tschirgi (1973) looked at similar questions with a sample of 70 recruiters. Lumsden and Scharf (1974) asked 120 corporate interviewers to specify interviewee behaviors which led to either a favorable or unfavorable judgement. Based upon actual interview analysis, the interviewee behaviors were then factor analyzed to

yield six behavioral dimensions of the job interview.

The results of these four studies are consistent. Downs (1969) reported that 78 percent of the interviewers define the primary objective of the interview as finding out what kind of a person the candidate is. Ratings of specific factors in order of importance were: (1) enthusiasm and motivation, (2) ability to communicate, (3) emotional stability, (4) aggressiveness and initiative, (5) confidence in self. Having identified these factors, Downs then attempted to determine the "measuring indices" for these intangibles. Some of tne most frequent responses given by recruiters were:

> Ability to Communicate Well
> The way he fields difficult and unexpected questions; his answers; clarity of answers to "off standard" questions; ability to verbalize goals, interests, directions, and values; candid expression; thought processes. . . .
>
> Confidence
> Ability to sell himself; self appraisal; way he handles himself; good analysis of his own ability and prospects.
>
> Motivation
> Enthusiasm/drive/high energy level; respect for challenge; responsiveness.
>
> (Downs, 1969, p. 20)

Each of the studies reported that qualifications such as grade point average, work experience, extracurricular activities or specific coursework were considered. However, the interpersonal skills and self-confidence of the interviewee were always important. Tschirgi (1973) reported that the ability to communicate is clearly the most important interviewee characteristic. Some respondents elaborated on their definition of communications skills as including enthusiasm, visible

self-confidence, favorable impression, and strong personality. Drake, Kaplan, and Stone (1972) found that 74 percent of the interviewers they surveyed cited the inability to communicate as the major negative factor weighted against the interviewee. On the positive side, the five factors most sought in an applicant were: (1) ambition and motivation, (2) the ability to communicate, (3) good personality, (4) fit with the company and its goals, and (5) creativity and intelligence. Downs (1969) found that the three most critical factors were enthusiasm, motivation, and the ability to communicate orally.

Lumsden and Scharf (1974) were able to specify some of the behavioral dimensions of the ability to communicate. In one factor which they labelled "socially unresponsive," these negative behaviors were clustered together: Was very shy, lacked self-confidence, showed no spontaneity, seemed tense and frightened during the interview, answered with a "yes" or "no," asked unintelligent questions, revealed narrow career alternatives, was awkward in meeting me. Downs (1969) also elaborated on the ability to communicate with these comments made by his respondents: The way he fields difficult questions, clarity of answers to "off-standard" questions, candid expression, ability to verbalize goals, values, interests, ability to handle any topic.

In summarizing the results of these studies, it is apparent there is general agreement among corporate recruiters on the characteristics which are most highly valued in an interviewee. These characteristics tend to be global and intangible, i.e., motivation, confidence, communication skills. The Downs (1969) and Lumsden and Scharf (1974) research

attempted to identify some specific behaviors recruiters use as a means of assessing these global characteristics. Their efforts were valiant, yet their results still lack the behavioral specificity they sought to obtain.

McGovern (1976) reviewed this situation and devised a solution which appears to illuminate part of this problem. He conceptualized the use of interpersonal skills as being intricately involved in the decision-making process. It appeared to him that the interpersonal skills of the interviewee were always most important. That is, the appropriate use of interpersonal skills was the most critical factor evaluated by the employer. McGovern took this concept one step further, stating that

> ...these skills can also influence the interviewer's assessment of the interviewee's motivation, enthusiasm, self-confidence, initiative, ambition, and leadership potential. (p. 5)

His research supported the hypothesis by finding that specific behaviors - interpersonal skills - influenced recruiters' evaluations of those global, intangible characteristics.

At the present time it appears that there are certain interviewee characteristics which recruiters evaluate, and this evaluation can be related to the presence or absence of specific, definable behaviors.

Interviewer as Decision Maker

The purpose of this section is to provide an overview of the literature on decision making by the interviewer. Probably the most

sophisticated and systematic series of research projects done on decision making in employment interview was undertaken by E. C. Webster (1964) and his doctoral students at McGill University. Their findings and methodology introduced such a change into the previous "research" trends, that very few subsequent articles fail to cite their work as a critical starting point.

The primary subjects in this research were personnel officers in the Canadian Army and men who wanted to enlist or become officers. Webster reported that very few employers in private industry spent as much time or research attention on selection techniques as the Canadian Army. Although he cautioned the reader about the representativeness of such a sample, he pointed out that such a well defined group provided an excellent resource for controlled research study. The substance of the research data was drawn from biographical information and personality and intelligence testing material on each applicant, as well as actual taped interviews which were part of the initial screening process. The early phases of the research focused on content analysis of the taped interviews. This provided concrete starting points for subsequent studies which employed experimental manipulations of various interviewer/ interviewee characteristics. In sum, Webster and his students sought to identify "how judgements - good or bad - are reached." Their six major findings are listed below.

Interviewers develop a stereotype of a good candidate and seek to match men and stereotypes. Interviewers have a carefully prepared, rational description of the good applicant they are seeking. They have

a much clearer stereotype of a "good" applicant than of a "bad" one, and it is against the former which they compare the interviewee.

A bias is established early in the interview and this tends to be followed either by a favorable or by an unfavorable decision. Webster describes this finding as probably the most important in the McGill research, although one with which professional interviewers would take the most issue.

Interviewers are most influenced by unfavorable information than by favorable information. Since the typical motivation of the interviewer is the screen out applicants, this finding is not surprising.

Interviewers seek information to support or refute hypotheses and when satisfied, they turn their attention elsewhere. One of Webster's students, Crowell (in Webster, 1964), reported that interviewers form early impressions and then narrow their focus to confirm or reject. Another student, Sydiaha (in Webster, 1964), concluded from his research that an individual interviewer relies on specific types of information. There can be found some common assessment of an interviewee across several interviewer ratings, but the specific behaviors or comments upon which they make their assessment will vary. It is important to note that Webster feels that this finding is not as conclusive in its research support as the other McGill findings.

Empathy relations are specific to individual interviewers. Feeding information to a judge piece by piece affects the decision. This finding was based upon the use of photographs presented in different degrees of clarity. Webster cautions that the generalization of this

type of laboratory study to the actual interview setting should only be made on a tentative basis.

Experienced interviewers rank applicants in the same order although they differ in the proportion they will accept. More experienced interviewers tend to be more selective of interviewees. Every applicant is given a place on an interviewer's continuum. The decision to hire or reject is based upon what percentage of the continuum falls within an individual interviewer's "hire range."

Recent Experimental Research on Interviewer Decision Making

Since the Webster research, investigations in this area have increased in methodological sophistication. Using the McGill findings as a springboard, researchers have sought to assess systematically the impact of specified interview components. These components have included both the content upon which an interviewer makes a decision as well as the manner in which that content is used. However, before discussing the major content and process issues related to the job interview, it is important to review the method used by researchers to provide information about a candidate to raters.

The majority of studies have used a printed medium to present information about a candidate to raters. Most raters were asked to evaluate written descriptions of a hypothetical candidate (Carlson, 1967; Carlson & Mayfield, 1967; Hollmann, 1972; Langdale & Weitz, 1973; London & Hakel, 1974; Mayfield & Carlson, 1966; Rowe, 1963; 1967; Wiener & Schneiderman, 1974). The other most popular method has been

that of presenting resumes to be rated (Hakel, Dobmeyer & Dunnette, 1970; Hakel, Ohnesorge, & Dunnette, 1970; Landy & Bates, 1973).

> While the use of written information may be appropriate for the specifications of background characteristics of a candidate, a more 'live' medium must be used for judging interpersonal characteristics. (McGovern, 1976, p. 8)

In a study which assessed the influence of interviewer behavior on an interaction, Washburn and Hakel (1973) based their methodology on a finding by Shapiro (1966). The latter study found that judgements of affect were influenced principally by information presented in a visual mode. In assessing interviewee characteristics, only a few studies (Hakel, 1971; McGovern, 1976; McGovern, Jones, & Morris, 1977; McGovern & Tinsley, 1978; Moore & Lee, 1974; Trent, 1977; Wexley, Yukl, Kovacs, & Sanders, 1972) have utilized video tape or live observations for their raters' evaluations.

It is easy to understand the relative paucity of studies which focus on interpersonal dimensions of the interview. Since the Webster research, most of the attention has been given to specifying as rigorously as possible the content upon which interviewer decisions are made. The manipulation of information necessary for this stream of research is more easily accomplished with written material than with live or simulated interview behavior.

However, the methodology of using "paper candidates" has provided us with critical insights which support and expand upon Webster's findings. The areas which have received the most research attention have been the use of favorable versus unfavorable candidate information, stereotypes and the use of job description information as a basis for evaluation,

and the differences in evaluations made by experienced and inexperienced interviewer-raters.

Use of Unfavorable Versus Favorable Applicant Information

Webster (1964) reported on an early study by Springbett. He found that during an employment interview, recruiters were more likely to change their impressions of the candidate from favorable to unfavorable than they were to change them from unfavorable to favorable. In a follow-up study, Springbett(1958) found that if either the applicant form or the appearance of the person produced an unfavorable impression, it would lead to rejection in 85 percent of the cases. He concluded that the interviewer's search was primarily a search for negative evidence. Both Rowe (1960) and Bolster and Springbett (1961) found unfavorable characteristics to carry more weight than favorable ones in the employment evaluation. In his review of the literature, Webster (1964) concurred with the results of these studies and concluded: "Interviewers are more influenced by unfavorable than by favorable information" (p. 87).

Using the "paper candidate" methodology, a series of studies (Mayfield & Carlson, 1966; Carlson & Mayfield, 1967; Carlson, 1967; 1970; 1971) were designed to explore the process by which life insurance managers reach the decision to employ an applicant as a life insurance agent. Two of these studies (Mayfield & Carlson, 1966; Mayfield, 1967) directly addressed the Webster conclusion and found that recruiters did indeed give more weight to negative than to positive information. The Carlson (1971) and Hollmann (1972) research supported the conclusion. However, Hollmann

(1972) extended the research in this area by investigating the assumption that it is the unfavorable information that is correctly given too much importance. His results showed that interviewers tend to weigh the unfavorable information validly, but they do not attach enough weight and importance to the favorable information.

Using the "paper candidate" methodology, both Bolster and Springbett (1961) and Carlson (1971) analyzed the reaction of recruiters to favorable and unfavorable information. Results showed that presentation of favorable items of information elicited a slow, positive increase in ratings of the candidate, and this trend continued as more favorable items were presented. Recruiters' reactions to unfavorable information showed an initially fast decline in ratings of acceptability for the first few items of information and a little or no decline in ratings with continued presentation of unfavorable items. When the final half of the personal description items were of an opposite value from the first half, the favorable items elicited less increase in favorable ratings than the unfavorable items elicited a decrease in ratings (again, a quick negative change for unfavorable information and a slower positive increase in ratings for favorable items). When the initial impression of the candidate was accept or reject and if the items presented were of opposite value from the established set, the first few items elicited greater change in ratings than the following items. This was true for both favorable or unfavorable information.

In a departure from the upper candidate methodology, Blakeney and MacNaughton (1971) used an audio tape of a predesigned interview to

study the effect of the temporal placement of unfavorable information. They found that unfavorable information placed in the first third of an interview yielded significantly lower ratings of the candidate. Peters and Terborg (1975) varied the placement of unfavorable information and found that when early information regarding an applicant's qualifications was unfavorable, subjects were less likely to hire the candidate than if the early information was favorable. When subjects were given specific job related criteria identifying the qualifications of successful managers, this effect did not occur.

It may well be that identifying specific job criteria related to successful performance may eliminate the effect of the temporal placement of unfavorable information. Blakeney and MacNaughton (1971) did not provide a job description or job related criteria to their subjects, and they found a significant effect. However, neither Springbett (1958) nor Bolster and Springbett (1961) provided their recruiters who were very familiar with the duties related to the job for which they were recruiting. They obtained opposing results. Carlson (1971) did not provide his subjects with a job description but used experienced recruiters familiar with the duties required of the job applicant. Those recruiters were also attending a school which addressed the issue of how to make better job selection decisions. It might be surmised that from their schooling, the recruiters had gotten information about specific criteria related to success on the job, but that is not at all certain. Based upon the research to date, it is not clear when this effect of temporal placement will occur or what causes

it.

Two studies examined the relationship between the favorability of applicant information and confidence in ratings of the candidate. Wiener and Schneiderman (1974) found the more unfavorable the candidate information, the higher the confidence in the decision. Also, if information was consistently favorable or unfavorable, there was greater confidence than if there was inconsistent information. Consistently unfavorable information, however, always elicited the greatest degree of confidence. London and Hakel (1974) obtained conflicting results. They found raters to be more confident in their ratings when consistently favorable information was presented.

McGovern (1976) suggested that differences

> ...in the method of establishing a standard against which the rater was asked to evaluate the candidate could account for the opposite findings. (p. 12)

Wiener and Schneiderman (1974) gave their subjects information about the job and its requirements, while London and Hakel (1974) provided raters with an ideal applicant description in order to establish their standard. There could be other factors, however, that were responsible for the differences. Whether consistently favorable or unfavorable information elicits greater confidence is unclear at this point.

Applicant Stereotyping and Job Description Information

Webster's finding that interviewers develop a good candidate stereotype and then seek to match men and stereotypes is probably the most often quoted result of that research. Although not always made

explicit, the studies in which the authors used a questionnaire or self report methodology are based on this source.

Mayfield and Carlson (1966) lent partial support to this finding in their study of insurance managers. They found that each interviewer had an "ideal" applicant picture, but that there were both common stereotypes across all their subjects as well as specific stereotypes held by the individual interviewer. Hakel and Schuh (1971) assessed common attributes across several occupations and reported two significant clusters in their interviewers' ratings. The first had to do with personal relations or "sociability" and the second was composed of descriptions for a model citizen. The results of these two studies suggest that interviewers seem to enter the interview with a fairly clear image of what they are looking for, and that this stereotype may vary slightly according to the individual interviewer or the specific position to be filled.

Two investigations (langdale & Weitz, 1973; Wiener & Schneiderman, 1974) reviewed the previous research on the effect of applicant stereotypes on raters' evaluations. Both of these studies noted that previous researchers had usually assumed that their raters-interviewers did in fact have a common stereotype of a "good candidate." Yet, there still remained large amounts of unaccounted for variance in interviewers' decisions. The two sets of authors therefore hypothesized that the input of a specific job description into a rater's evaluation criteria would account for more of the decision variance. Langdale and Weitz

(1973) found significantly higher inter/rater reliability (pearson product-moment correlation) for the raters who were given job description information than for those who only had a job title on which to base their evaluation of the paper candidate. The job description group was also able to make better discriminations between the candidates. Wiener and Schneiderman (1974) extended this finding to show that the presence of job description information significantly increased the raters' use of relevant information, and significantly decreased the use of irrelevant information. The relevance or irrelevance of information was determined prior to the experiment and judged on its direct applicability to statements within the job description.

Based on the research to date, it would be difficult to argue one position at the exclusion of all others. Interviewers-raters judge the qualifications of a candidate using criteria that encompass some common stereotypes and some individual differences. When increasingly specific information on which to judge a candidate is provided, the boundaries become somewhat narrower and greater agreement will occur. In their major review of the literature, Ulrich and Trumbo (1965) critiqued the less experimental research prior to Webster. They concluded that interviewer decisions remained based upon nonspecified personal relations, while the most valid predictions were obtained from highly structured interviews and reliance on test data or credentials.

Recruiting Experience

The influence of past recruiting experience upon ratings of job applicants has come under the scrutiny of many researchers. In all probability this has occurred for two major reasons. If past recruiting experience has no significant effect, then a readily available subject pool - students - could be used in interview research instead of the professional recruiter who is difficult to obtain. Secondly, if the experience of professional recruiters does make a difference, this is a variable to consider when attempting to increase the reliability and validity of employment decisions. The issue of student versus experienced recruiters will be addressed first in this review.

Both Hakel, Dobmeyer, and Dunnett (1970) and Hakel, Ohnesorge, and Dunnette (1970) had college students and professional recruiters rate simulated resumes of a job candidate applying for a position in accounting. They found that, overall, college students were more lenient in their evaluations of the candidate's resume. The results of Dipboye, Fromkin, and Wiback (1975) supported these studies. Their results showed that professional recruiters rated job applicants less favorably than students rated them. Research by Schuh (1973) indicated that trained students listening to an audio tape of an interview made the same decisions regardless of rating form content. Untrained students made different decisions when rating form content was manipulated. Although Schuh (1973) did not use professional recruiters in his study, his research does lend support to the hypothesis that there is a significant difference between ratings of inexperienced students and

experienced raters.

Utilizing the "paper candidate" methodology, three studies have investigated the influence of amount of professional recruiting experience upon recruiters' ratings of job applicants. Rowe (1963) found evidence suggesting, though not explicitly measured, that the greater the recruiter experience the greater the probability of rejection. Wiener and Schneiderman (1974) found experienced recruiters to be more rejecting than nonexperienced (low and middle management) professionals. Carlson (1967), using life insurance managers who had recruiting responsibility, studied the experience variable by breaking it down into two components - total number of formal interviews conducted and years of managing experience (managing experience may be considered as some measure of recruiting experience since managers normally participated in yearly recruiting). He obtained conflicting results for the experience variable. Years of managing experience and number of persons to whom the recruiter would offer a contract were negatively related. This result supports the previously reviewed research. Unexpectedly, there was a positive relationship between the number of formal interviews conducted and number of contracts offered. It may be that these two measures are not comparable measures of recruiter experience.

Using video tapes on interviews, Moore and Lee (1974) compared the ratings of individual students, experienced interviewers, and groups of three raters who were asked to arrive at a consensus rating after discussion. The authors found that there were no differences between the group and individual rating methods. However, there was a tendency for

more experienced interviewers to be more critical than the unexperienced students. McGovern (1976), McGovern and Tinsley (1978), and Trent (1977) had college recruiters view video tapes of a simulated employment interview that focused on interviewee nonverbal behavior. Little relationship was found, as measured by product moment correlations, between recruiter's ratings of candidates and either recruiter's years of interviewing experience or number of interviews conducted in the past year. Research by McGovern, Jones, and Morris (1978) was designed as a replication of the McGovern and Tinsley (1978) study, but with undergraduate students as interviewee raters. When the composite ratings of the student and the professional groups of subjects were compared, there was support for the contention that both evaluated the video taped interviewee in similar fashion. The major difference was in the "leniency" (also known as empathy!) of the students ratings of the low nonverbal candidate. There was also much similarity in the responses by the two groups to the postinterview, open ended questions.

It is hard to say why these researchers did not find effects similar to Carlson (1967) and Moore and Lee (1974). Perhaps differences in research methodology are responsible for this. It is important to note, however, that whatever the cause, other studies have found that students and professional recruiters do not rate candidates similarly. It would therefore be wise to use caution when generalizing results obtained from student subjects to professional recruiter populations.

In summary, there appears to be a trend in the data reviewed. When ratings by students or professionals with no experience are com-

pared to those of experienced professional recruiters (Hakel, Dobmeyer, & Dunnette, 1970; Hakel, Ohnesorge, & Dunnette, 1970; Wiener and Schneiderman, 1974; Dipboye, Fromkin, & Wiback, 1975) or with experienced students (Schuh, 1973) experience exerts a significant effect. Moore and Lee (1974) found a significant effect when comparing trained and experienced recruiters with untrained managers who may not have had much recent recruiting experience. From this review of the literature, it appears that inexperienced students do rate applicants differently than do experienced recruiters. Recent research dealing with nonverbal behavior will, hopefully, help solve this issue.

An Issue of Time

During an employment interview, how quickly do recruiters decide to accept or reject an applicant? One of the first studies to address this question was conducted by Driver (1944). He concluded that if an interview continued past a certain point, little is added to the recruiter's ability to make a decision.

Webster (1964) reported an early study of Springbett in which professional recruiters rated applicants who were seriously being considered for a position. Nineteen out of twenty ratings of candidate acceptability/unacceptability made after reading the application form and conducting a brief interview (an average of just under four minutes) were the same as those made after the complete interview. Also, the level of acceptability at these two times was almost identical. This leads to the conclusion that the ratings based on an application form

and a short interview would produce approximately the same results as those based on an entire interview. Springbett (1954) reached a similar conclusion. He found that early impressions played a significant role in determining the final impression of the job applicant.

In research analyzing recruiter speech patterns, Anderson (1961) also found evidence indicating the recruiter is biased toward acceptance or rejection of the candidate in the early part of the interview.

Shaw (1971) correlated ratings of interviewees after five minutes of the interview, with ratings of interviewees upon completion of the interview. Initial negative impressions were highly correlated with final rejection ratings. Initial liking was modestly related to final acceptance ratings.

Research dealing with the effect of nonverbal behavior in the employment interview by McGovern (1976), McGovern and Tinsley (1978), and Trent (1977), supported the preceeding studies. After only four minutes of watching a video taped interview, professional male recruiters had formed favorable or unfavorable impressions. These trends appeared in both an overall rating of the interviewee and in ratings of interviewers' confidence in their decision to "invite for a second interview" and "do not hire/do not interview." McGovern, Jones, and Morris (1978) found similar results using students as raters. Trent (1977) also had professional male recruiters rate video tapes in which the level of nonverbal behavior was inconsistent. The nonverbal behavior varied from "low to high," "intermediate," and "high to low." Results indicated that recruiters did in fact change their initial evaluation of

the candidate when they were presented with a change in the candidate's nonverbal behavior. It also appeared that the recruiters were more likely to change from a positive to a more negative rating than they were to change their evaluation from negative to positive.

The Effects of Nonverbal Behavior

McGovern (1976) conducted innovative research which pinpointed the critical role of interviewee nonverbal behavior in evaluation of personal characteristics. Similar findings were later found by McGovern, Jones, and Morris (1978), McGovern and Tinsley (1978), and Trent (1977). McGovern (1976) prepared video tapes of a simulated employment interview. Holding the verbal content of the interview constant, he varied the nonverbal behavior of the interviewee. It was found that the nonverbal behavior of the applicant significantly affected recruiters' ratings of the interviewee on a number of these important characteristics - ability to communicate, aggressiveness/initiative, confidence in self, enthusiasm/motivation, leadership potential, maturity, positive attitude, pleasant personality and sociability, persuasiveness, and intelligence. "High" nonverbal interviewees were rated higher on these characteristics than were "low" nonverbal interviewees, and sex of the interviewees generally had no significant effect upon these ratings. What was said may have been important, but the manner in which it was said determined the recruiters' decisions to accept or reject an applicant.

Other interesting results indicated that after only four minutes

of viewing the interviewees in the "low" nonverbal video tapes, recruiters were "quite confident" in recommending "do not hire/do not interview," while recruiters viewing the "high" nonverbal interviewees were "quite confident" in their decision to recommend a follow-up interview. After viewing an entire "high" nonverbal video tape, 23 of 26 recruiters said they would invite the interviewee back for a second interview, while in the "low" nonverbal condition, 26 of 26 recruiters responded "no" to the same question.

Finally, an analysis for trends in the data over time was performed. For the "high" nonverbal condition, neither the composite ratings of the interviewee nor the rating of confidence in recommending for a second interview showed a significant linear, quadratic, cubic, or quatic trend. This result conflicts with previous research that found favorable impressions to be created slowly by favorable information. A linear trend might well have been expected to appear. Trend analysis of composite ratings for the "low" nonverbal condition verified a significant linear and quadratic trend. Analogous results were obtained for this condition in both the "recommend for a second interview" and "do not hire" confidence ratings.

It is also interesting to note that, except for the McGovern, Jones, and Morris (1978) study, in which students were used as raters, the years of interviewing experience of the corporate recruiters had little effect upon the ratings of the interviewee. Also, the type of position (accounting, engineering, marketing-sales, general business management, or multiple types) for which the recruiters typically recruited had no significant effect on interviewee ratings.

CHAPTER 3

Methodology

The subjects (n = 52) in this study were male and female senior undergraduate students majoring in Business Administration at the University of Wisconsin - La Crosse (Appendix A). The total number of interviews in which the four groups of subjects in this study had participated as interviewees are contained in Appendix B. The subjects were given an evaluation packet (Appendix C) which was used during the experiment and were asked to view a video tape of a simulated employment interview (Appendix D). The evaluation packet and the video tapes used in this study were the same as those used in the McGovern (1976) research.

The first piece of information contained in the evaluation packet was a description of a "general management trainee" job position. After being instructed to carefully read the job description, the subjects were asked to review a resume for either a male or female candidate for that position. The resumes were identical for both candidates. They were written in such a way that the candidates were portrayed as having average qualifications for the position. The resume was intended to get a neutral expectation after which the interviewer would judge the candidate primarily on the video taped interview excerpts. The resumes were preevaluated for their intended effect by three college placement officers.

After reading the job description and the candidate's resume, the subjects were asked to complete their first evaluation of the candidate's overall qualifications. Based upon the supplied information, it was expected that the subjects would rate the candidate in the middle three points on a seven point Likert scale, where 1 = Completely Unsatisfactory, 2 = Very Weak, 3 = Weak, 4 = Average, 5 = Good, 6 = Very Good, and 7 = Superior. After making their first evaluation of the candidate, the subjects were informed that they would be shown four video taped excerpts from a simulated interview with a male or female interviewee. Each vignette would be four minutes in length and its content would focus on typical questions asked during a campus selection interview.

After the resume and each vignette, the subjects were asked to rate the candidate on the following ten characteristics which had been identified in previous research as critical factors affecting the interviewer's decision making process:

1. Ability to communicate
2. Aggressiveness and initiative
3. Self-confidence
4. Enthusiasm and motivation
5. Intelligence
6. Leadership potential
7. Maturity
8. Persuasiveness
9. Pleasant personality and sociability
10. Positive attitude

These characteristics were listed alphabetically and were rated on the seven point Likert scale. An overall or composite rating was made after the resume and each vignette.

The subjects were also asked to rate how confident they would be in recommending that the candidate be: (a) hired on the spot, (b) invited for a second interview, or (c) not hired/not interviewed, if their final decision was based upon what they had seen up to that point. A seven point Likert scale was used for these confidence ratings where 1 = Not Confident, 2 = Slightly, 3 = Somewhat, 4 = Fairly, 5 = Quite, 6 = Very, and 7 = Definitely Confident.

After the last vignette and their final ratings, the subjects were asked to respond to several open ended questions concerning the interviewee's demonstrated qualifications. The subjects were asked to summarize in their own words what most (or least) impressed them about the interviewee. The purpose of this anecdotal data was to provide additional information about the process of interviewee decision making.

Video Tapes

Four sixteen minute video tapes were made for the McGovern (1976) study and used in this experiment. A trained actress played the role of the interviewee on two of the video tapes; a trained actor was the interviewee on the other two video tapes. A script was written so that the content of the interview was identical for both male and female candidates.

A copy of the interview script can be found in Appendix D. Each of the four video tapes was divided into four, four minute excerpts which highlighted specific components of nonverbal communication.

Components on nonverbal behavior have been extensively evaluated in previous research in assertiveness training (Eisler, Hersen, & Agras, 1973; Eisler, Hersen, Miller, & Blanchard, 1975; Eisler, Miller, & Hersen, 1973; Serber, 1972). Both nonverbal behavior and verbal content have been used to categorize individuals as either "high assertive" or "low assertive." Since the verbal content was identical in all conditions of this experiment, the candidates were dichotomized as "high nonverbal" or "low nonverbal."

The five nonverbal behaviors manipulated during each vignette were:

1. Duration of eye contact
2. Voice loudness
3. Voice modulation and vocal expression of affect
4. Speech disturbances - latency of responses, hesitations, and words such as "ah" and "um"
5. Energy level and affect expressed by smiles, hand gestures, body movement.

In every vignette, the high nonverbal interviewee maintained longer eye contact than their low nonverbal counterparts. High nonverbal interviewees spoke louder and were easier to hear. Their voice modulation was more varied and expressed greater affect than the low nonverbal interviewees. High nonverbal interviewees replied to interviewer questions with less hesitation and demonstrated greater fluidity in their

overall responses. The energy level of the high nonverbal interviewee, as expressed by hand gestures and general body movement, was significantly higher than the low nonverbal interviewees.

Prior to the McGovern (1976) study, the video tapes were rated by two experienced assertion skills trainers. The two raters were asked to view each of the sixteen vignettes and judge them on the exhibited nonverbal behaviors. A five point Likert scale was used to rate each nonverbal behavior:

1. Eye contact (1 = always avoids eye contact, 5 = always maintains eye contact).
2. Voice loudness (1 = very low and difficult to hear, 5 = loud and easy to hear).
3. Voice modulation and affect (1 = very flat affect, unemotional tone of voice, 5 = very lively affect and emotional tone of voice).
4. Speech disturbances (1 = very nonfluent speech, high amount of disturbances, 5 = very fluent speech, very low amount of disturbances).
5. Energy level (1 = very low and lethargic, 5 = very high, animated and expressive).

A vignette was judged as reliable and used in the study if the mean of the two judges ratings was greater than three on the Likert scale when high nonverbal interviewees were shown. All of the nonverbal components were judged to be reliably demonstrated on the video tapes, except for voice loudness. The ratings for this component did not meet the predetermined standard.

Research Questions

The first research question concerned the effect of sex, non-

verbal behavior, and the interaction between sex and nonverbal behavior on the composite rating for the ten personal characteristics of the interviewee. Hypotheses A through D were tested by a two way analysis of variance at the four rating times on the video tape. Sex and nonverbal behavior were the independent variables and the composite rating was the dependent variable.

The second research question concerned the effect of sex, nonverbal behavior, and the interaction between sex and nonverbal behavior on the confidence rating "invite for a second interview." Hypotheses E through H were tested by a two way analysis of variance at the four rating times on the video tape. Sex and nonverbal behavior were the independent variables and the confidence rating "invite for a second interview" was the dependent variable.

CHAPTER 4

RESULTS

Prior to viewing the actual video tape excerpts, the subjects were asked to review and rate the candidate's resume. The resume was written to portray an average candidate. It was expected that the ratings would be between three (weak) and five (good) on the seven-point Likert scale. With such a neutral anchor, the subsequent ratings on the video taped excerpts would have the greatest possibility of fluctuation based upon the sex and nonverbal behavior of the interviewees. Table 1 presents the means and standard deviations for the resume ratings. The ratings for the resume did fall within the expected range on the seven-point Likert scale.

While the resumes were identical except for the name (either Craig or Sandy Jones) at the top, it was not surprising to find that the male and female resume was evaluated in a similar way. There was a slight difference in the resume ratings of the subjects who saw the high nonverbal video tapes versus the low nonverbal video tapes. This difference in the ratings between the high and low nonverbal groups is a result of the lower ratings given to the male low nonverbal interviewee. Since the subjects did not know which video tapes they were going to see when they reviewed the resume, these ratings can be attributed to individual differences in the composition of the two groups.

TABLE 1

Means and Standard Deviations for Composite Resume Ratings of Male/Female and High/Low Nonverbal Groups

Characteristics	Male (N = 13) M	S.D.	Female (N = 13) M	S.D.	Combined (N = 26 M	S.D.
	High Nonverbal Group					
Ability	4.31	.82	4.46	1.08	4.38	.96
Aggressiveness	4.23	.70	4.31	.91	4.27	.81
Confidence	4.54	.93	4.15	.95	4.35	.96
Enthusiasm	4.77	.97	4.38	1.21	4.58	1.11
Intelligence	4.62	.84	5.08	.73	4.85	.82
Leadership	4.62	.92	3.85	.66	4.23	.89
Maturity	4.62	.92	4.38	.62	4.50	.80
Persuasiveness	3.77	.70	3.69	.72	3.73	.71
Pleasantness	5.23	.70	4.54	.75	4.88	.80
Positiveness	5.08	.92	4.54	.63	4.81	.83
Comp	4.54	.75	4.31	.82	4.42	.79
	Low Nonverbal Group					
Ability	4.31	.91	4.23	1.12	4.27	1.02
Aggressiveness	4.08	1.07	4.23	1.31	4.15	1.20
Confidence	4.46	.50	4.54	.84	4.50	.69
Enthusiasm	4.58	1.00	4.38	1.27	4.38	1.15
Intelligence	5.00	.68	4.69	.61	4.85	.66
Leadership	4.00	.68	3.92	1.99	3.96	.85
Maturity	4.54	.75	4.31	.99	4.42	.88
Persuasiveness	3.46	.75	3.85	.95	3.65	.87
Pleasantness	4.77	.89	5.00	.55	4.88	.75
Positiveness	4.31	.72	4.69	.82	4.50	.80
Comp	4.08	.73	4.38	.74	4.23	.75

TABLE 2

Means and Standard Deviations for Time 1 Composite Ratings of Male/Female and High/Low Nonverbal Groups

Characteristics	Male (N = 13) M	S.D.	Female (N = 13) M	S.D.	Combined (N = 26) M	S.D.
	High Nonverbal Group					
Ability	5.69	.91	5.54	.84	5.62	.88
Aggressiveness	5.69	.82	5.23	.70	5.46	.80
Confidence	6.23	.89	5.46	.75	5.85	.91
Enthusiasm	5.69	.61	5.31	.72	5.50	.69
Intelligence	5.54	.63	5.54	.63	5.54	.63
Leadership	5.15	.86	4.54	.84	4.85	.91
Maturity	5.08	.73	5.15	.66	5.12	.70
Persuasiveness	5.00	.96	4.69	.72	4.85	.86
Pleasantness	5.00	1.11	4.85	.66	4.92	.92
Positiveness	5.92	.92	5.31	.72	5.62	.88
Comp	5.46	.63	5.15	.66	5.31	.67
	Low Nonverbal Group					
Ability	3.54	1.15	3.77	1.25	3.65	1.21
Aggressiveness	2.46	.84	2.23	.58	2.35	.73
Confidence	2.92	.83	2.23	1.12	2.58	1.04
Enthusiasm	2.62	.92	2.15	1.03	2.38	1.00
Intelligence	4.85	.77	4.54	1.08	4.69	.95
Leadership	2.92	1.00	2.15	.95	2.54	1.05
Maturity	4.08	.83	3.54	1.01	3.81	.96
Persuasiveness	2.92	1.07	2.31	.72	2.62	.96
Pleasantness	3.00	.96	2.38	1.15	2.69	1.10
Positiveness	3.62	1.00	2.92	1.33	3.27	1.23
Comp	3.15	.53	2.54	.93	2.85	.82

TABLE 3

Means and Standard Deviations for Time 2 Composite Ratings of Male/Female and High/Low Nonverbal Groups

Characteristics	Male (N = 13) M	S.D.	Female (N = 13) M	S.D.	Combined (N = 26) M	S.D.
	High Nonverbal Group					
Ability	5.00	1.18	5.00	.88	5.00	1.04
Aggressiveness	5.08	.73	5.00	.78	5.04	.76
Confidence	5.23	.89	5.00	1.04	5.12	.97
Enthusiasm	4.93	.73	5.15	.86	5.04	.81
Intelligence	4.69	.82	5.08	.83	4.88	.85
Leadership	4.46	.75	4.54	.84	4.50	.80
Maturity	4.69	.91	4.85	.95	4.77	.93
Persuasiveness	4.62	.84	4.54	.75	4.58	.79
Pleasantness	4.46	.84	4.77	.70	4.62	.79
Positiveness	5.08	1.07	5.46	.84	5.27	.98
Comp	4.92	.61	4.92	.61	4.92	.61
	Low Nonverbal Group					
Ability	3.23	1.05	3.38	.84	3.31	.95
Aggressiveness	3.54	.84	2.46	.84	3.00	1.00
Confidence	3.85	.77	2.69	1.26	3.27	1.19
Enthusiasm	3.31	.91	2.15	1.10	2.73	1.16
Intelligence	4.77	.70	4.69	.72	4.73	.71
Leadership	3.38	.84	2.46	.63	2.92	.87
Maturity	3.92	.83	3.54	1.08	3.73	.98
Persuasiveness	3.54	.75	2.38	.84	2.96	.98
Pleasantness	3.15	.66	2.46	.93	2.81	.88
Positiveness	3.77	.89	3.00	1.18	3.38	1.11
Comp	3.69	.46	2.62	.84	3.15	.86

TABLE 4

Means and Standard Deviations for Time 3 Composite Ratings of Male/Female and High/Low Nonverbal Groups

Characteristics	Male (N = 13) M	S.D.	Female (N = 13) M	S.D.	Combined (N = 26) M	S.D.
	High Nonverbal Group					
Ability	5.15	.95	5.46	.84	5.31	.91
Aggressiveness	4.92	1.14	4.92	.83	4.92	1.00
Confidence	5.38	.62	5.38	.84	5.38	.74
Enthusiasm	4.92	.73	4.92	.83	4.92	.78
Intelligence	4.92	.61	5.38	.74	5.15	.72
Leadership	4.92	.92	4.54	.93	4.73	.94
Maturity	5.00	.78	5.00	.78	5.00	.78
Persuasiveness	4.77	.97	4.77	.80	4.77	.89
Pleasantness	5.00	.96	4.92	.73	4.96	.85
Positiveness	5.38	.84	5.38	.84	5.38	.84
Comp	5.00	.78	5.15	.66	5.08	.73
	Low Nonverbal Group					
Ability	3.62	1.08	3.62	.74	3.62	.92
Aggressiveness	3.23	.80	2.69	.72	2.96	.81
Confidence	3.69	.61	2.69	.99	3.19	.96
Enthusiasm	3.08	.47	2.46	1.01	2.77	.85
Intelligence	4.77	.70	4.85	.95	4.81	.83
Leadership	3.31	.61	2.46	.75	2.88	.80
Maturity	3.92	.61	3.46	1.01	3.69	.87
Persuasiveness	3.08	.61	2.46	.84	2.77	.80
Pleasantness	3.15	.77	2.62	1.15	3.35	.87
Positiveness	3.62	.74	3.08	.92	3.35	.87
Comp	3.38	.62	2.77	.70	3.08	.73

TABLE 5

Means and Standard Deviations for Time 4 Composite Ratings of Male/Female and High/Low Nonverbal Groups

Characteristics	Male (N = 13) M	S.D.	Female (N = 13) M	S.D.	Combined (N = 26) M	S.D.
	High Nonverbal Group					
Ability	4.92	1.07	5.62	.62	5.27	.94
Aggressiveness	4.92	1.07	5.15	.77	5.04	.94
Confidence	5.00	.96	5.31	.82	5.15	.91
Enthusiasm	5.00	1.04	5.00	.88	5.00	.96
Intelligence	4.85	.77	5.46	.63	5.15	.77
Leadership	4.62	1.15	4.69	.99	4.65	1.07
Maturity	4.85	.86	5.23	.70	5.04	.81
Persuasiveness	4.46	1.15	5.00	.88	4.73	1.06
Pleasantness	4.46	.75	5.00	.78	4.73	.81
Positiveness	5.15	1.17	5.46	.84	5.31	1.03
Comp	4.85	.95	5.08	.73	4.96	.85
	Low Nonverbal Group					
Ability	3.69	.99	3.38	.92	3.54	.97
Aggressiveness	3.23	.89	2.62	.74	2.92	.87
Confidence	3.92	.73	3.00	1.41	3.46	1.22
Enthusiasm	3.15	.66	2.23	.89	2.69	.91
Intelligence	4.54	.75	4.77	.70	4.65	.73
Leadership	3.38	.74	2.38	.74	2.88	.89
Maturity	3.69	.72	3.38	1.08	3.54	.93
Persuasiveness	2.92	.83	2.23	.80	2.58	.88
Pleasantness	3.15	.86	2.46	1.01	2.81	1.00
Positiveness	3.62	.62	2.62	1.00	3.12	.97
Comp	3.62	.84	2.77	.70	3.19	.88

Tables 2, 3, 4, and 5 present the means and standard deviations for the composite ratings at rating times 1, 2, 3, and 4. The subjects were asked to evaluate the video taped interviewee approximately every four minutes of the sixteen minute interview. The mean composite ratings at the four rating points reveal a significant difference for the sex factor at ratimg time 2 in the ratings of the high nonverbal interviewees (See Figure 1). The male interviewee was rated higher than the female interviewee at rating time 1. This difference in ratings approximated .50 on the seven-point Likert scale. At rating time 2 the ratings of the male interviewees levelled off to the point where identical scores occurred for the male and female interviewees. The female high nonverbal interviewee was rated slightly higher than the male high nonverbal interviewee at rating times 3 and 4. The mean composite ratings at the four rating points reveal a significant difference for the sex factor at rating time 1 in the ratings of the low nonverbal interviewees. On the resume rating the female low nonverbal interviewee was rated higher than both the female high nonverbal interviewee and the male low nonverbal interviewee. At rating time 1 the male low nonverbal interviewee was rated higher than the female low nonverbal interviewee. This difference in ratings was .61 on the seven-point Likert scale. At rating times 2, 3, and 4 the male interviewee was consistently rated higher than the female interviewee. This difference in the ratings between the male and female low nonverbal interviewee approached 1.00 on the seven-point Likert scale. Over the four rating points the mean composite ratings reveal that the male

high/low nonverbal interviewees were consistently rated higher than the female high/low nonverbal interviewees (See Figure 2). Substantial differences are apparent between the composite ratings of the high nonverbal and low nonverbal interviewees (See Figure 3). For the combined mean composite ratings at the four rating points, the difference in ratings between the high and low nonverbal interviewees was 2.46, 1.77, 2.00, and 1.77 on the seven-point Likert scale.

The first research question under investigation concerned the effect of sex, nonverbal behavior, and the interaction between sex and nonverbal behavior on the subjects' composite ratings of the video taped interviewees. Table 6 contains the two-way analysis of variance at the four rating points in the video tape. Sex and nonverbal behavior were the independent variables and the composite rating was the dependent variable. The results showed that there was a significant difference in the ratings for the sex factor at rating times 1 and 2. Hypothesis A - 1 was rejected at the .05 level of significance and hypothesis B - 1 was rejected at the .01 level of significance. There was a significant difference in the ratings for nonverbal behavior at all four rating times. Hypotheses A - 2, B - 2, C - 2, and D - 2 were all rejected at the .01 level of significance. There was a significant interaction between sex and nonverbal behavior at rating times 2 and 4. Hypothesis B - 3 was rejected at the .01 level of significance and hypothesis D - 3 was rejected at the .05 level of significance. On the resume rating there was no significant difference for sex, or nonverbal behavior, nor was there a significant interaction between sex and non-

TABLE 6

2 X 2 Anova for the Composite Rating
Between Sex and Nonverbal Behavior

Rating Time		D.F.	M.S.	F
I	Sex (A)	1	2.7692	5.1428*
	Nonverbal (B)	1	78.7692	146.2861**
	A X B	1	.3079	.5717
	WTH	48	25.8461	
	Total	51	2.1116	
II	Sex (A)	1	3.7693	8.3406**
	Nonverbal (B)	1	40.6923	90.0426**
	A X B	1	3.7693	8.3406**
	WTH	48	21.6923	
	Total	51	1.3710	
III	Sex (A)	1	.6923	1.3251
	Nonverbal (B)	1	51.9999	99.5336**
	A X B	1	1.9232	3.6813
	WTH	48	25.0769	
	Total	51	1.5625	
IV	Sex (A)	1	1.2308	1.7376
	Nonverbal (B)	1	40.6923	57.4479**
	A X B	1	3.7693	5.3213*
	WTH	48	34.0000	
	Total	51	1.5626	

* $p \leq .05$

** $p \leq .01$

A = 52
B = 52

verbal behavior.

After the resume and each excerpt, the subjects were asked to indicate on a seven-point Likert scale how confident they would be in making a recommendation to: (a) Hire the interviewee on the spot, (b) invite the person for a second interview (invite for an interview on the resume), and (c) do not hire/do not interview. The statistical analysis was conducted on the confidence rating "invite for a second interview" because it was believed that this rating would give a clearer picture of the subjects' overall confidence ratings.

Table 7 presents the means and standard deviations for the confidence rating "invite for a second interview" for the resume and the four rating points in the video tape. On the resume rating the male high nonverbal interviewee was rated slightly higher than the female high nonverbal interviewee (See Figure 4). The female low nonverbal interviewee received a resume rating of 1.08 higher than the male low nonverbal interviewee on a seven-point Likert scale. Since the subjects did not know which video tape they were going to see when they reviewed the resume, this difference in ratings can be attributed to individual differences in the composition of the two groups of raters. The male and female high nonverbal interviewee received identical ratings at rating times 1 and 3. The female high nonverbal interviewee was rated .61 and .93 higher than the male high nonverbal interviewee at rating times 2 and 4 on the seven-point Likert scale. Except for the resume rating, the male low nonverbal interviewee was rated slightly higher than the female low nonverbal interviewee over the four

TABLE 7

Means and Standard Deviations for Confidence Ratings (Invite for a Second Interview) for Male/Female and High/Low Nonverbal Groups

Rating Time and Group	Male (N = 13) M	S.D.	Female (N = 13) M	S.D.	Combined (N = 26) M
Resume					
High	4.92	1.27	4.46	1.55	4.69
Low	3.69	1.43	4.77	1.37	4.23
Time I					
High	5.38	1.27	5.38	1.44	5.38
Low	2.31	.72	2.08	1.00	2.19
Time II					
High	4.77	1.72	5.38	1.27	5.08
Low	2.77	1.25	2.38	.92	2.58
Time III					
High	5.38	1.27	5.38	1.27	5.38
Low	2.69	1.43	2.61	1.08	2.65
Time IV					
High	4.92	1.54	5.85	.95	5.38
Low	2.85	1.35	2.61	1.08	2.73

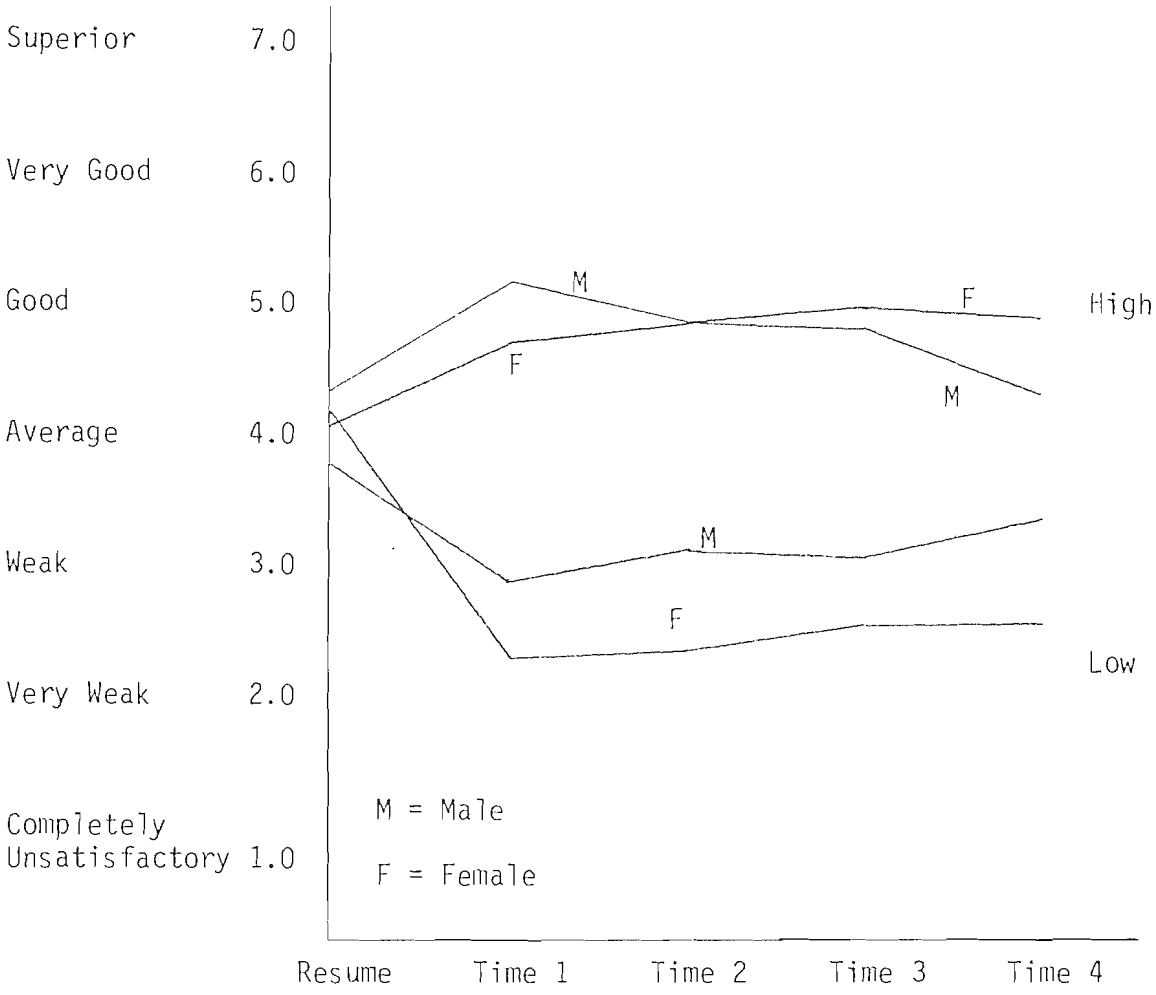

FIGURE 1

Mean Composite Ratings for Male/Female and High/Low Nonverbal Groups.

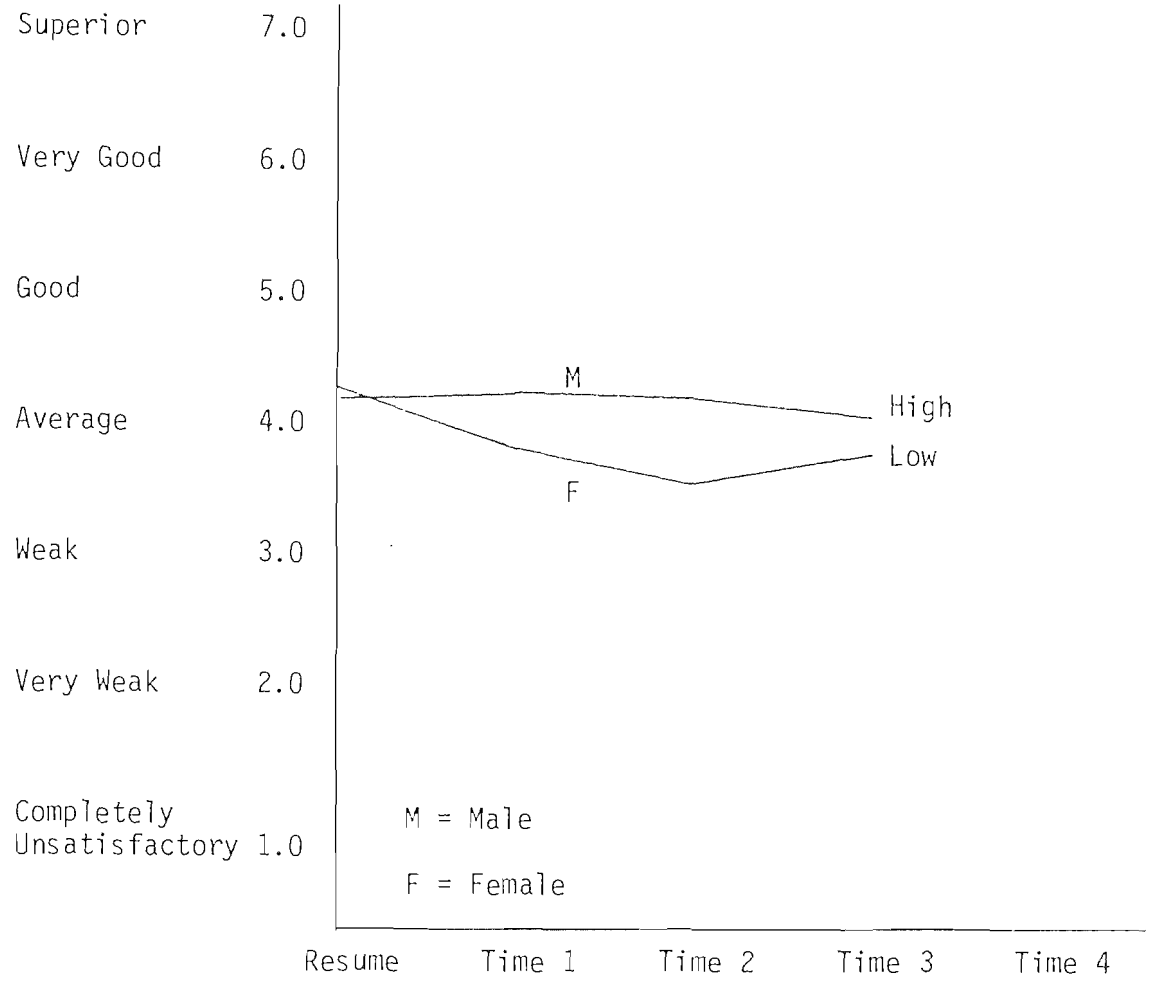

FIGURE 2

Mean Composite Ratings for Male High/Low and Female High/Low Nonverbal Groups.

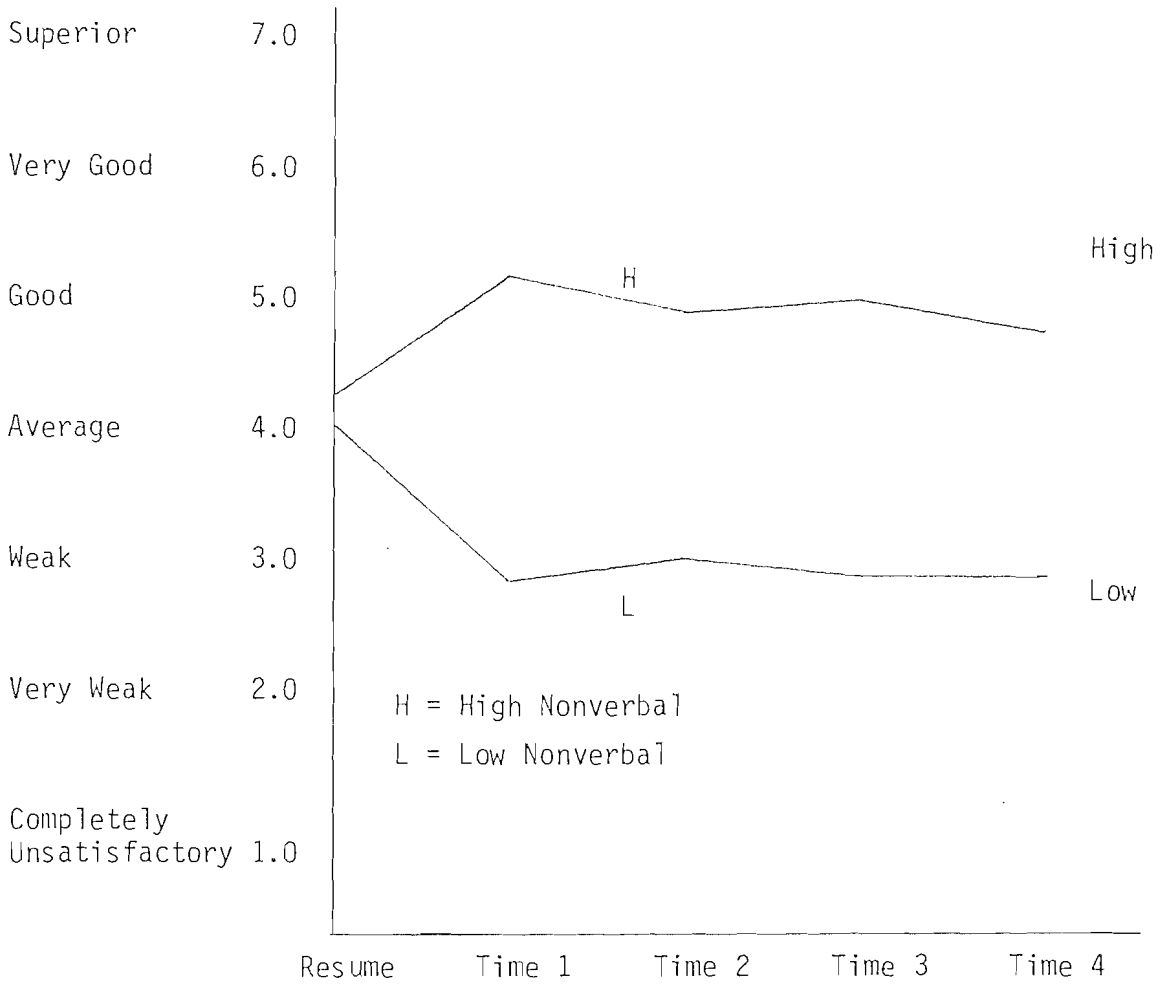

FIGURE 3

Mean Composite Ratings For
High and Low Nonverbal Groups.

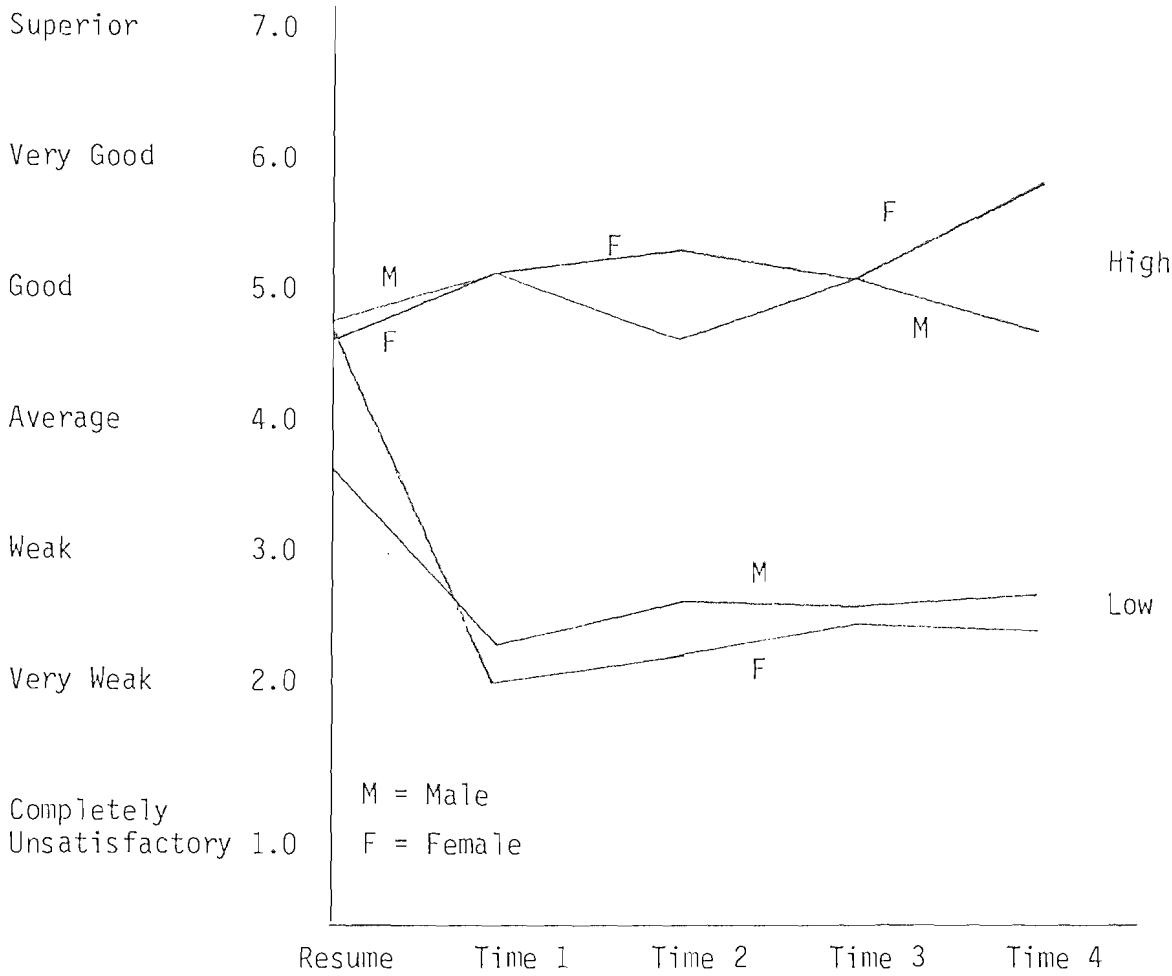

FIGURE 4

Mean Confidence Rating "Invite For a Second Interview? For Male/Female and High/Low Nonverbal Groups

rating points. The male high/low and the female high/low nonverbal interviewees received the same rating at rating time 3 (See Figure 5). The male high/low nonverbal interviewees were rated slightly higher at rating time 1 and the female high/low nonverbal interviewees were rated slightly higher at rating times 2 and 4. Significant differences are apparent in the ratings of the high and low nonverbal interviewees (See Figure 6). For the combined mean ratings at the four rating points, the rating difference on a seven-point Likert scale was 3.19, 2.50, 2.73, and 2.65 between the high and low nonverbal interviewees. Over the four rating points the combined mean ratings show that the high nonverbal interviewees were between "quite confident" and "very confident" while the raters of the low nonverbal interviewees were between "slightly confident" and "somewhat confident" in their decision to "invite for a second interview."

The second research question under investigation concerned the effect of sex, nonverbal behavior, and the interaction between sex and nonverbal behavior on the subjects' confidence rating "invite for a second interview" for the video taped interviewee. Table 8 contains the two-way analysis of variance at the four rating points in the video tape. Sex and nonverbal behavior were the independent variables and the confidence rating "invite for a second interview" was the dependent variable. The results showed that there was no significant difference at the four rating times for the sex factor. There was a significant difference in the ratings for nonverbal behavior at all four rating times. Hypotheses E - 2, F - 2, G - 2, and H - 2 were all rejected at the

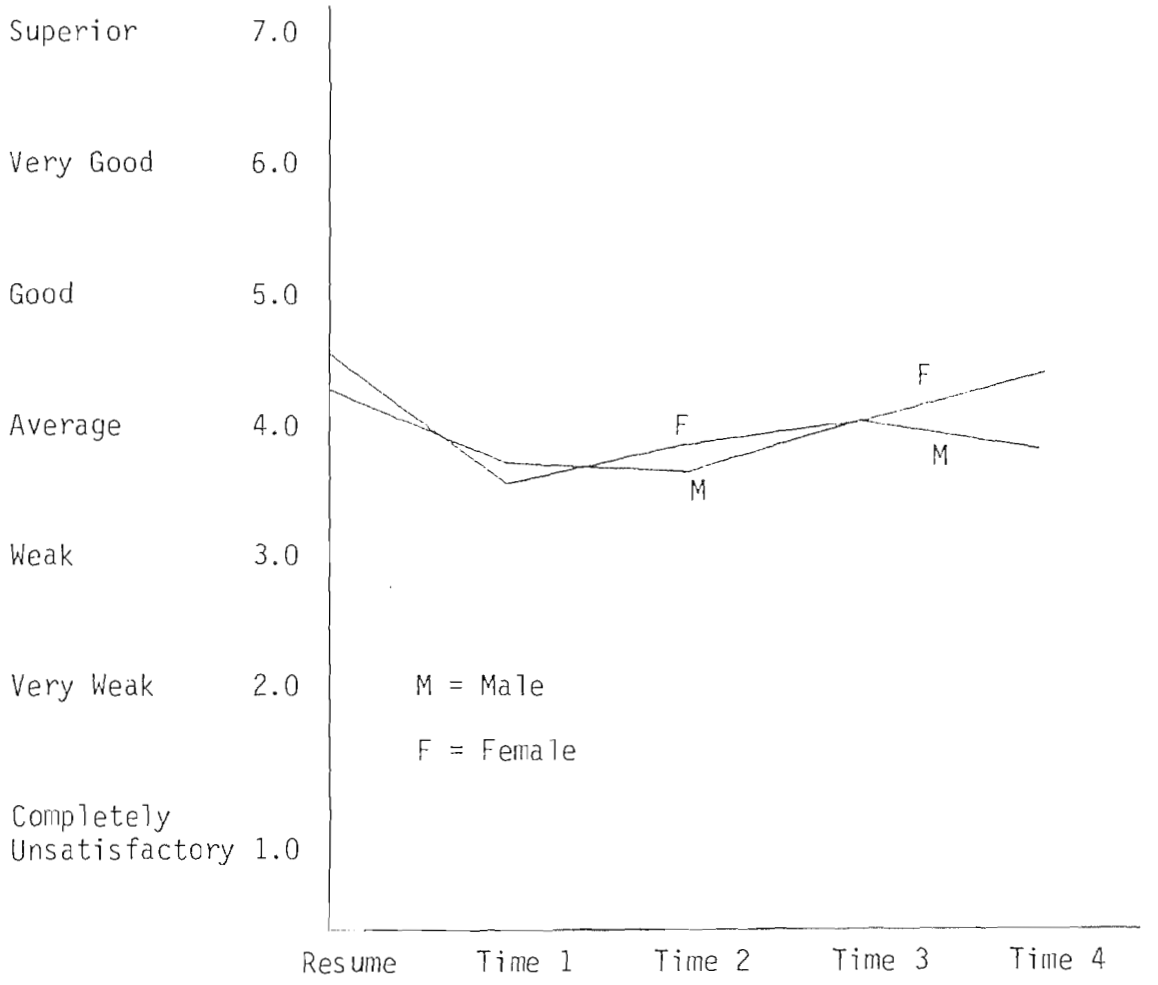

FIGURE 5

Mean Confidence Rating "Invite For a Second Interview" For Male High/Low and Female High/Low Nonverbal Groups

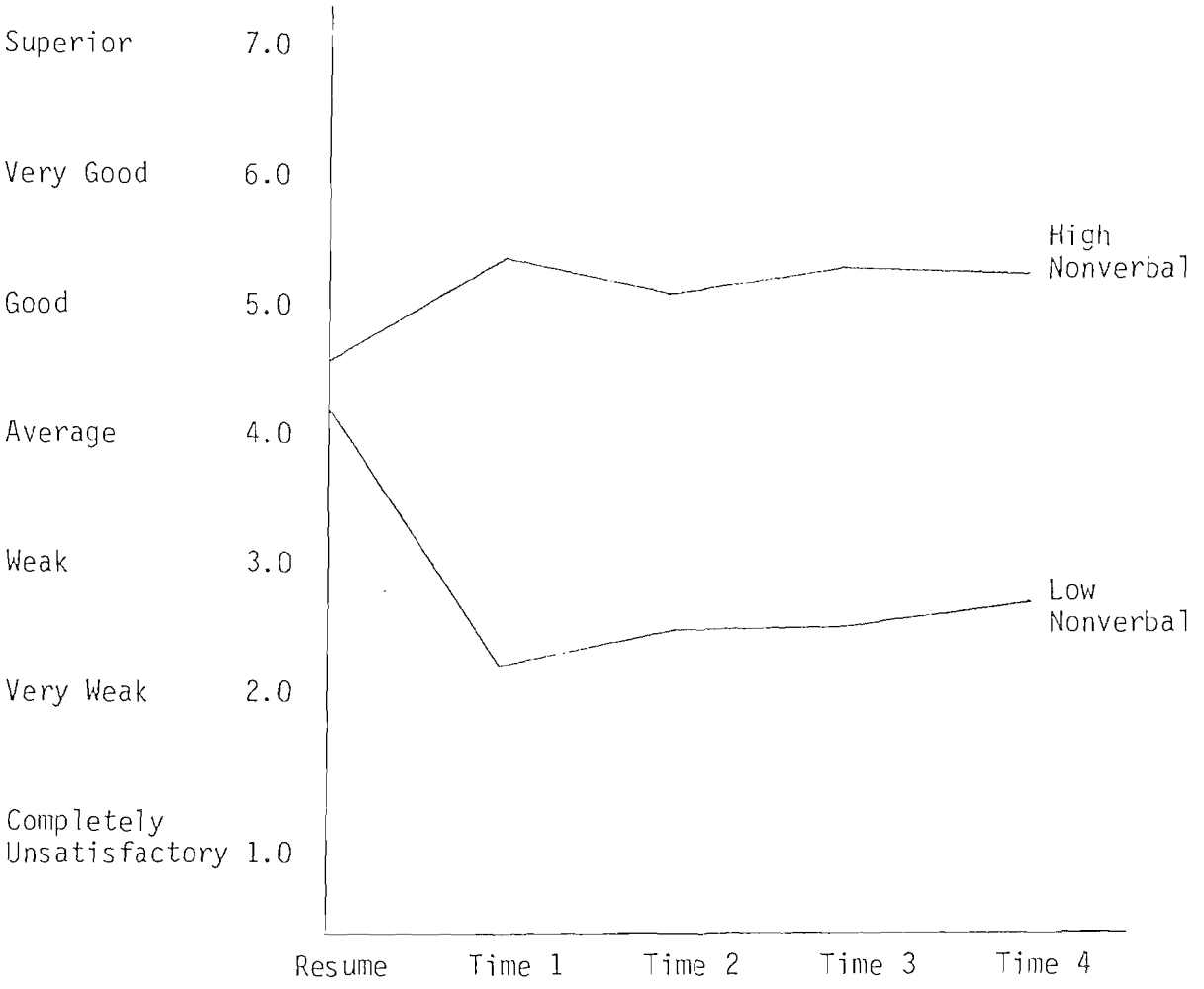

FIGURE 6

Mean Confidence Rating "Invite For a Second Interview"
For High and Low Nonverbal Groups.

TABLE 8

2 X 2 Anova for the Confidence Rating "Invite For a Second Interview" Between Sex and Nonverbal Behavior

Rating Time		D.F.	M.S.	F
I	Sex (A)	1	.1731	.1225
	Nonverbal (B)	1	132.4808	93.7281**
	A X B	1	.1730	.1224
	WTH	48	67.8461	
	Total	51	3.9348	
II	Sex (A)	1	.1731	.0915
	Nonverbal (B)	1	81.2499	42.9661**
	A X B	1	3.2501	1.7187
	WTH	48	90.7692	
	Total	51	3.4400	
III	Sex (A)	1	.0192	.0110
	Nonverbal (B)	1	96.9423	55.3957**
	A X B	1	.0193	
	WTH	48	83.9999	
	Total	51	3.5486	
IV	Sex (A)	1	1.5577	.9187
	Nonverbal (B)	1	91.5577	54.0000**
	A X B	1	4.3269	
	WTH	48	91.3846	
	Total	51	3.5064	

* $p < .05$

** $p < .01$

A = 52
B = 52

.01 level of significance. There was no significance interaction between sex and nonverbal behavior at the four rating times. On the resume rating there was no significant difference for sex, or nonverbal behavior, nor was there a significant interaction between sex and nonverbal behavior.

Table 9 presents the mean composite ratings on the ten personal characteristics for the student and the professional (McGovern, 1976) raters on the high and low nonverbal interviewee. It is apparent that the students' ratings of the high nonverbal interviewees were slightly lower than the ratings of the professionals' over the resume and the four rating points (see Figure 7). The difference between the ratings of the students and professionals on the mean composite ratings for the resume and the four rating points was .35, .19, .20, .23, and .39 on the seven-point Likert scale. The student and professional mean composite ratings on the low nonverbal interviewees were the same for the resume and at rating time 1. The students rated the low nonverbal interviewee slightly higher than did the professional recruiters at rating times 2, 3, and 4. This difference between their respective mean composite ratings was .11, .12, and .04 on the seven-point Likert scale. The results of the mean composite ratings for the student and professional raters indicate that both groups were able to discern the two different levels of nonverbal behavior exhibited by the video taped interviewees. This difference in observed nonverbal behavior approximated 2.00 on the seven-point Likert scale between the high and low nonverbal interviewees.

TABLE 9

Means and Standard Deviations For Composite Ratings by Student and Professional Raters of Nonverbal Behavior

Time	Students (N = 26) M	S.D.	Professionals (N = 26) M	S.D.
High Nonverbal Interviewee				
Resume	4.42	.79	4.77	.77
After 4 Minutes	5.31	.67	5.50	.76
After 8 Minutes	4.92	.61	5.12	.82
After 12 Minutes	5.08	.73	5.31	.74
After 16 Minutes	4.96	.85	5.35	.98
Low Nonverbal Interviewee				
Resume	4.23	.75	4.23	.59
After 4 Minutes	2.85	.82	2.85	.61
After 8 Minutes	3.15	.86	3.04	.60
After 12 Minutes	3.08	.73	2.96	.77
After 16 Minutes	3.19	.88	3.15	.78

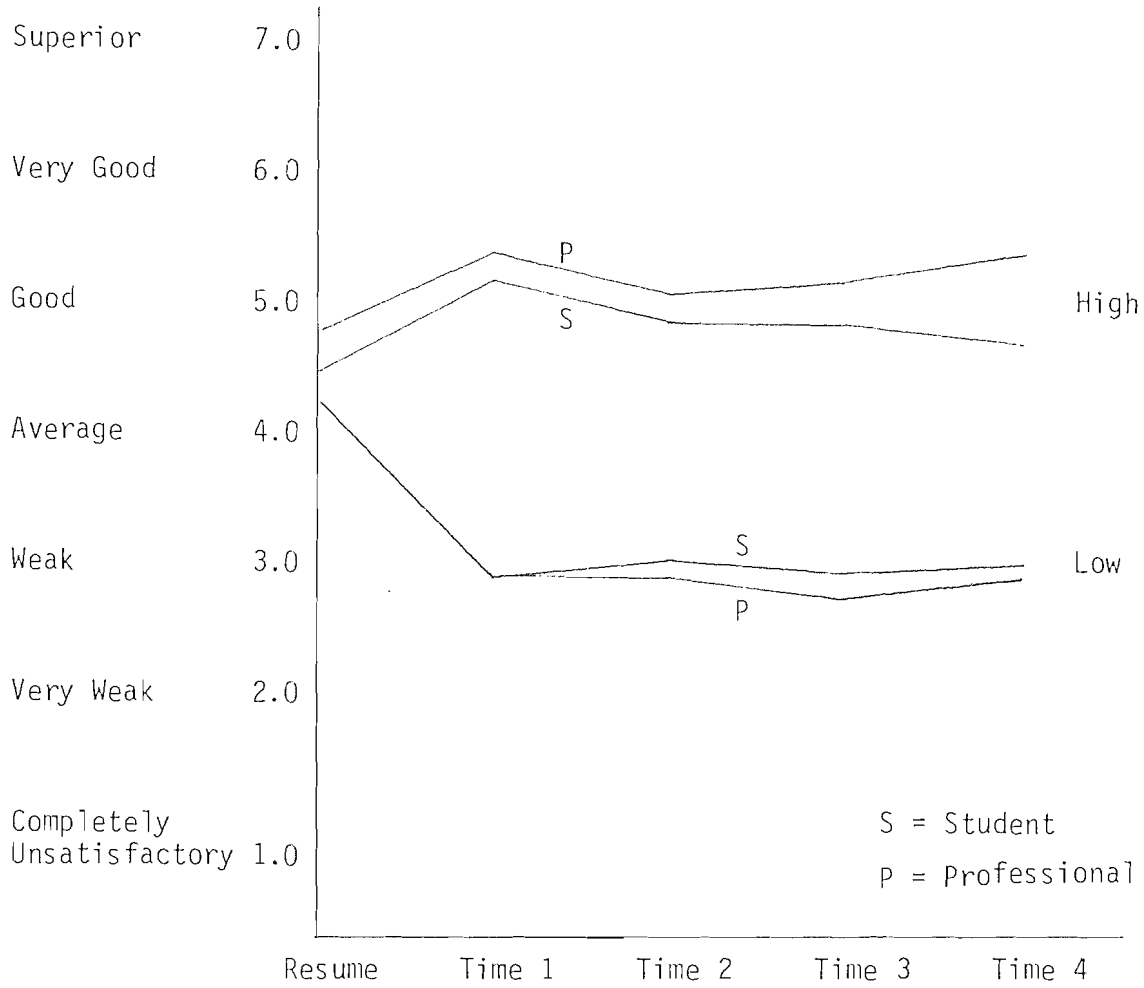

FIGURE 7

Mean Composite Ratings For Student and Professional Raters of High and Low Nonverbal Behavior

The high nonverbal interviewees were generally evaluated as "good," while the low nonverbal interviewees were rated as "weak" on the ten personal characteristics at the four rating times.

Table 10 presents the mean confidence ratings "invite for a second interview" for the student and professional raters of the high and low nonverbal interviewees. The students' mean rating of the high nonverbal interviewees was .43, and .08 lower than the ratings by the professional raters on the resume and at rating time 1 on the seven-point Likert scale (see Figure 8). The students rated the high nonverbal interviewees .04, .15, and .01 higher than the professional raters at rating times 2, 3, and 4. The student and professional raters gave the same rating to the low nonverbal interviewees on the resume rating. The students rated the low nonverbal interviewees .05, .73, .88, and 1.23 higher than the professional raters at rating times 1, 2, 3, and 4 on the seven-point Likert scale. The high nonverbal interviewees received a higher rating on the resume "invite for an interview" than did the low nonverbal interviewees. This difference in ratings was true for both the student and professional raters. The students rated the high nonverbal interviewee .46 higher than the low nonverbal interviewees, while the difference in ratings was .89 for the professional raters of the resume. Since the subjects did not know which video tape they were going to see when they viewed the resume, these ratings can be attributed to individual differences in the composition of the two groups of raters.

TABLE 10

Means and Standard Deviations For Confidence Rating "Invite For a Second Interview" by Student and Professional Raters of Nonverbal Behavior

Time	Student (N = 26) M	S.D.	Professionals (N = 26) M	S.D.
High Nonverbal Interviewee				
Resume	4.69		5.12	1.28
After 4 Minutes	5.38		5.46	1.58
After 8 Minutes	5.08		5.04	1.67
After 12 Minutes	5.38		5.23	1.56
After 16 Minutes	5.38		5.39	1.86
Low Nonverbal Interviewee				
Resume	4.23		4.23	1.58
After 4 Minutes	2.19		1.69	.93
After 8 Minutes	2.58		1.85	.97
After 12 Minutes	2.65		1.77	.99
After 16 Minutes	2.73		1.50	.87

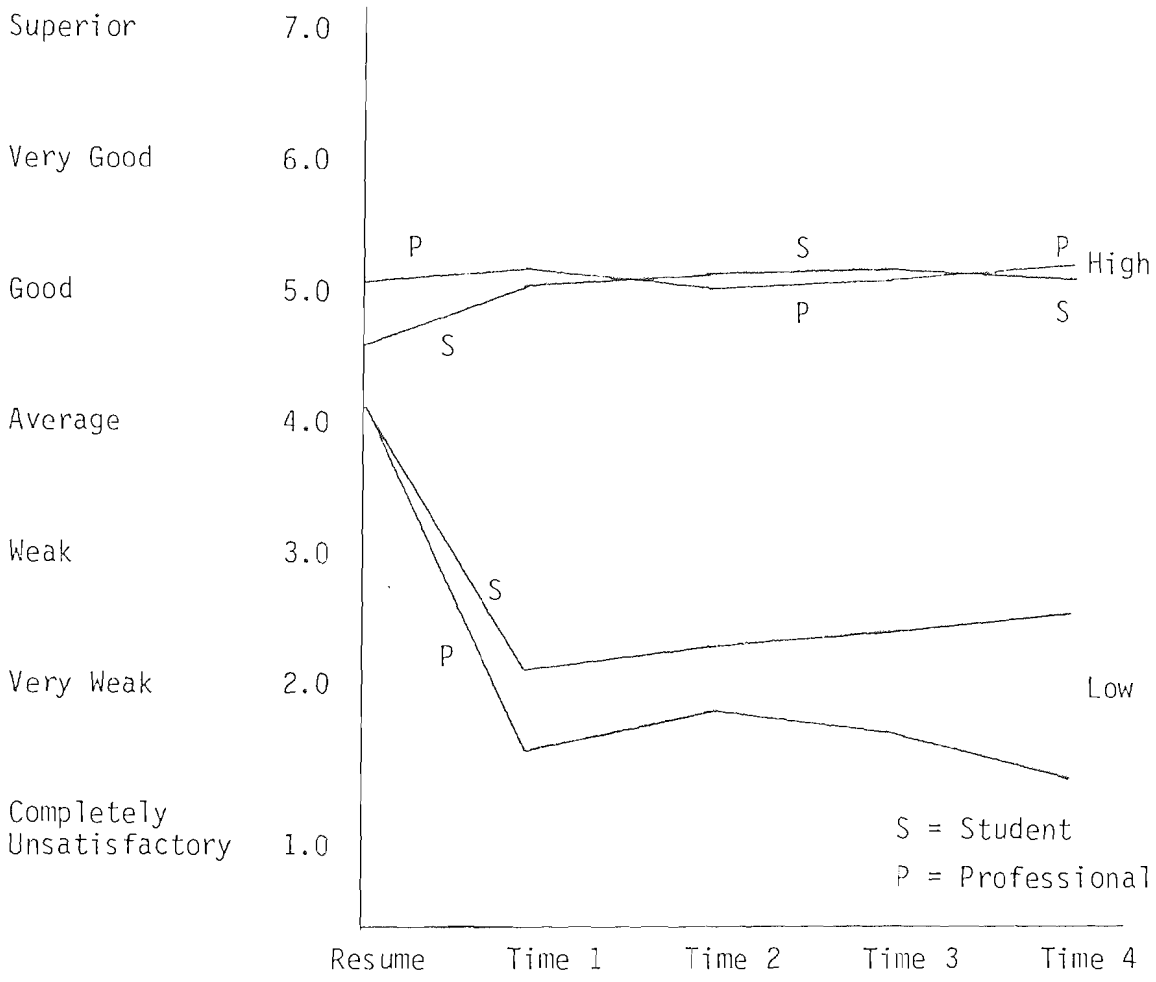

FIGURE 8

Mean Confidence Ratings "Invite For a Second Interview"
For Student and Professional Raters of
High and Low Nonverbal Behavior.

While the students rated the low nonverbal interviewee substantially higher than did the professional raters, it is apparent that both the student and professional raters were able to discern the two different levels of nonverbal behavior exhibited by the video taped interviewees. This difference in observed nonverbal behavior approximated 2.00 on the seven-point Likert scale between the high and low nonverbal interviewees. The student and professional raters of the high nonverbal interviewees were between "quite confident" and "very confident," while the raters of the low nonverbal interviewees were between "slightly confident" and "somewhat confident" in their decision to "invite for a second interview."

CHAPTER 5

DISCUSSION

After rating the fourth interview excerpt on the video tape, the subjects were asked to rate the strengths and weaknesses of the high and low nonverbal interviewees. The high nonverbal interviewees were perceived as having self-confidence, ability to communicate, leadership ability, good eye contact, and a high energy level. The weaknesses cited for the high nonverbal interviewees tended to imply the sharp distinction made between the high and low nonverbal video tapes. The high nonverbal interviewees were seen as overacting to a degree: Overly self-confident, too aggressive, and using excessive hand gestures. The strengths of the low nonverbal interviewees were related to the resume and to the script in the video tapes. The strengths cited most often were that the interviewees seemed qualified for the job and conducted research on the employer. The only positive personal characteristic mentioned as being exhibited by the low nonverbal interviewees were "intelligence" and "maturity." Again, the personal characteristics seem to be related more to the resume and to the script in the video tapes than to exhibited nonverbal behavior. The weaknesses of the low nonverbal interviewees cited most often were the opposite of the stated strengths of the high nonverbal interviewees. These weaknesses were stated as being a lack of self-confidence, poor communication skills,

unsure of self, low energy level, and nervousness.

It is clear that the raters' judgements of the interviewees strengths and weaknesses were related to the extreme difference between the high and low nonverbal video tapes. It ought to be remembered that Trent (1977) had professional recruiters rate video tapes in which the level of nonverbal behavior was varied from "low to high," "intermediate," and "high to low." The professional male recruiters did change their initial evaluation of the candidate when they were presented with a change in the candidate's nonverbal behavior. It remains to be seen how student raters would react to this kind of change in the level of nonverbal behavior.

There was a significant difference in the composite ratings for the sex factor at rating times 1 and 2 which occurred because of the higher ratings given to the male nonverbal interviewees. There was also a significant interaction between sex and nonverbal behavior at rating times 2 and 4. The significant difference for the sex factor and the significant interaction between sex and nonverbal behavior in the composite ratings could be accounted for by the sex of the student raters (see Appendix A). The large number of male raters could have had an effect on the ratings. This effect seems to have been most obvious in the ratings of the male low nonverbal interviewee (see Figure 1). The significant difference for the sex factor at rating time 1 occurred in the ratings of the low nonverbal interviewees. This significant difference was due to the higher ratings given to the male low nonverbal interviewee. Twelve males and one female viewed the male

interviewee. It is possible that the male raters sympathized with the "poor showing" of the male low nonverbal interviewee. In contrast, the female low nonverbal interviewee was viewed by eight males and five females with results similar to previous research on nonverbal behavior in the employment interview. Their ratings of nonverbal behavior were between 2.00 and 2.50 on the seven-point Likert scale over the four rating points.

Another possible explanation for the difference in ratings between the low nonverbal male and female interviewee concerns the leniency that the raters may have expressed in their ratings. Previous research on the employment interview has shown that student raters tend to rate the interviewee higher than do professional recruiters. In studies that used a printed medium to present information about candidates to raters (Hakel, Dobmeyer, & Dunnette, 1970; Hakel, Ohnesorge, & Dunnette, 1970; Dipboye, Fromkin, & Wiback, 1975; Schuh, 1973) the results showed that, overall, college students were more lenient in their evaluations. In their study McGovern, Jones, and Morris (1978) found that student raters of nonverbal behavior tend to rate the low nonverbal interviewees higher than do professional recruiters. It could have been that the "leniency" effect occurred in the ratings of the male low nonverbal interviewee, while it did not occur in the ratings of the female low nonverbal interviewee.

The male high nonverbal interviewee was viewed by ten males and three females, while the female high nonverbal video tape was viewed by six males and seven females. The female high nonverbal interviewee

was rated more evenly across the four rating points in the video tape than was the male high nonverbal interviewee (see Figure 1). The significant difference for the sex factor at rating time 2 in the composite rating occurred in the ratings of the two high nonverbal interviewees. This significant difference was due to the higher ratings given to the male high nonverbal interviewee. One possible explanation for this result is that the male raters of the male high nonverbal interviewee decided to adjust their ratings after the first excerpt when it became apparent that the interviewee was "high" on personal characteristics. Again, it is possible that the same effect did not occur for the viewers of the female high nonverbal video tape because of the more even distribution of male and female raters. The primary focus of this study was to find the effect of interviewee sex and nonverbal behavior on the evaluations of male and female students treated as one group. How student raters, both male and female, are affected by interviewee sex and nonverbal behavior could be examined by future research.

There was a significant difference in the ratings at the four rating points for nonverbal behavior on the confidence rating "invite for a second interview." One likely explanation for the lack of significant differences occurring for the sex factor, and for the interaction between sex and nonverbal behavior, is related to the extreme difference between the high and low nonverbal video tapes. Having already rated the video taped interviewee on the ten personal characteristics, the raters were more able to focus on nonverbal behavior when making the

confidence ratings. The extreme difference between the high and low nonverbal video tapes allowed the raters to make a clear distinction between these two levels of nonverbal behavior across the four rating points.

It is apparent from the results that the student raters were able to discern the two different levels of nonverbal behavior exhibited by the video taped interviewees. At all four rating points on the video tape, the significant differences in ratings between the high and low nonverbal interviewees approximated 2.00 on the seven-point Likert scale. This was true for both the composite rating on the ten personal characteristics and for the confidence rating "invite for a second interview." After viewing the video tape 100 percent (26 out of 26) of the raters who saw the high nonverbal interviewees would have invited the candidates for a follow-up interview. In contrast, 81.8 percent (21 out of 26) of the raters who saw the low nonverbal interviewee would not have invited the candidates for the same follow-up interview. A word of caution is needed with regard to the video tapes. As McGovern (1976) stated in his study,

> ...the video tapes were constructed to maximize the differences between the high and low nonverbal behavior demonstrated by the interviewees. Real life may be less absooute. (p. 5)

It is likely that video tapes constructed to show a less extreme distinction between the high and low nonverbal behavior demonstrated by the interviewees would yield less extreme difference in the ratings. Video tapes constructed in this way would give a better indication of the importance of professional training and experience in judging nonverbal

behavior when compared to inexperienced student raters.

McGovern (1976) employed a multiple regression statistical analysis on each of the ten personal characteristics at each of the four rating points and on the composite rating for the ten personal characteristics at each of the four rating points. His results revealed a significant difference for nonverbal behavior at all four rating points in the video tape. No significant difference was found for the sex factor at the four rating points. A two-way analysis of variance was used in the present research for the composite rating of the ten personal characteristics and on the confidence rating "invite for a second interview" at the four rating points on the video tape. A significant difference was found for nonverbal behavior at all four rating points in the composite rating and in the confidence rating "invite for a second interview." There was also a significant difference in the composite ratings for the sex factor at rating times 1 and 2. Likewise, there was a significant interaction between sex and nonverbal behavior at rating times 2 and 4. The results indicate that the student raters evaluated the video tapes differently than did the professional recruiters in the McGovern (1976) study.

The video tapes used in this study were the same as those used in the McGovern (1976) and McGovern, Jones, and Morris (1978) research. This leads to the possibility that the raters of the video tapes were responsible for the conflicting results that occurred in this study. The student raters in the present research did discern the two different levels of nonverbal behavior exhibited in the video tape, but in a way

dissimilar to the professional male recruiters in the McGovern (1976) study and the male students in the McGovern, Jones, and Morris (1978) study. In both of these studies a significant difference in ratings was found for nonverbal behavior at all four rating points in the composite rating and in the confidence rating "invite for a second interview" between the high and low nonverbal interviewees. Conversely, no significant difference appeared in the ratings for the sex factor.

It seems apparent that the male and female raters in the present study did not base their ratings solely on the nonverbal behavior of the video taped interviewees. Sex and the interaction between sex and nonverbal behavior had a significant effect on the raters' evaluations. When compared to the results of the McGovern (1976) and McGovern, Jones, and Morris (1978) studies, the findings of this research indicate that the male and female student raters were responsible for the conflicting results. The evaluations made by the male and female raters in this study were influenced by interviewee sex and the interaction between interviewee sex and nonverbal behavior. Conversely, neither the professional male recruiters in the McGovern (1976) study, nor the male student raters in the McGovern, Jones, and Morris (1978) study were significantly influenced by interviewee sex.

Except for the McGovern, Jones, and Morris (1978) study, university students' ability to discern differing levels of nonverbal behavior in the employment interview has received little attention in previous research. Therefore it is necessary to consider a multitude of possible reasons for the differing results found between the McGovern,

Jones, and Morris (1978) research and the present study. Some plausible explanations for the differing results in the present study and that of the McGovern, Jones, and Morris (1978) study are related to differences between the two respective subject pools. The subjects in the McGovern, Jones, and Morris (1978) study were male undergraduate students (n = 60) recruited from the introductory psychology research pool and from three upper level psychology courses. The subjects in the present study were male and female undergraduate students (n = 52) from two senior level business administration classes. The student subjects' level of undergraduate study, major field of study, sexual composition, and experience as interviewees in the job market are some factors that could have influenced the differing results in the two studies. It is possible that students at different levels of undergraduate study evaluate nonverbal behavior differently. It is also possible that students evaluate interviewee nonverbal behavior differently according to their major field of study, sex, and their experience as interviewees in the job market. Of special interest is the sexual composition of the subject pool and the subjects' experience as interviewees in the job market. Further research in these two areas may give some insights on the importance of students' level of undergraduate study and major field of study in discerning different levels of interviewee nonverbal behavior in the employment interview.

Kehoe (1974), Mehrabian (1972), and Taft (1955) conducted research to identify characteristics of successful decoders of nonverbal communication. Their results indicated that females are generally more

proficient than males in identifying nonverbal cues. Although this study was not controlled to check for male/female ratings, the presence of both sexes as raters could have effected the ratings.

A review of the literature (Hakel, Dobmeyer, & Dunnette, 1970; Hakel, Ohnesorge, & Dunnette, 1970; Wiener & Schneiderman, 1974; Dipboye, Fromkin, & Wiback, 1975; Schuh, 1973; Moore & Lee, 1974) reveals that when ratings by students or professionals with no experience are compared to those of experienced professional recruiters, or with experienced students, experience exerts a significant effect. However, in research dealing with nonverbal behavior in the employment literature (McGovern, 1976; McGovern & Tinsley, 1978; Trent, 1977) found that amount of experience had little effect on the ratings of professional recruiters. Likewise, McGovern, Jones, and Morris (1978) found that the amount of student experience as an interviewee in the job market had little effect on their ratings of nonverbal behavior. It ought to be remembered that the majority of past research dealing with the employment interview has found that the amount of interviewing experience has made a difference in professional recruiters' evaluations. It is possible that the different research methodology (video tape versus questionnaire) used in studying nonverbal behavior is responsible for the differing results.

Since the Webster (1964) study, research has been centered on specifying the content upon which interviewer decisions are made. The manipulation of information necessary for this kind of research is more easily accomplished with written material than with live or simulated

interview behaivor. McGovern (1976) introduced the use of the video tape in assessing the effect of interviewee nonverbal behavior in the employment interview. For the subjects to evaluate interviewee personal characteristics by observing exhibited nonverbal behavior, it was necessary to use the more "live" medium-simulated interviewee behavior on video tape. It could be that less experience is required to evaluate observed interviewee nonverbal behavior than information on the interviewee in written form.

The average number of interviews requiring at least an undergraduate degree that the subjects in this study had participated in as interviewees was 1.85 (see Appendix B). In their study, McGovern, Jones, and Morris (1978) stated that their subject pool consisted of inexperienced interviewees. It can be stated that both the present study and the McGovern, Jones, and Morris (1978) study used student subjects who were inexperienced interviewees. This introduces the problem of defining what an experienced student interviewee is. Hopefully, future research on the effect of nonverbal behavior in the employment interview will clarify this issue. It is possible that there were some experienced student interviewees as raters of interviewee nonverbal behavior in the present research and/or the McGovern, Jones, and Morris (1978) study.

CHAPTER 6

CONCLUSION AND RECOMMENDATIONS

Conclusion

In an attempt to analyze the McGovern (1978) study, the video tapes, job description, resume, evaluation sheets, and the subject sample size (n = 52) used in the present study were the same as those used in the McGovern (1976) study. The multiple regression analysis was not used in the present study because of the small number of criterion variables, predictor variables, and the small subject sample (n = 52) in the McGovern (1976) study. He used this statistical method to assess the effects of nonverbal behavior and sex on an interviewer's ratings of interviewee personal characteristics. A two-way analysis of variance was employed in the present research to assess the effect of nonverbal behavior and sex on an interviewer's ratings of interviewee personal characteristics. A two-way analysis of variance was conducted at the four rating points on the composite rating for the ten personal characteristics and on the confidence rating "invite for a second interview."

The present study was designed to explore the decision-making process in the employment interview. It focused upon a specific type of information - interviewee nonverbal behavior - and examined its effect on the evaluations of student raters. In a similar study,

McGovern (1976) asked professional male personnel representatives to evaluate video tapes of a simulated college placement interview. Nonverbal behavior had a significant effect on the interviewers' evaluations, while the sex of the interviewee had little or no effect on the interviewers' evaluations. Subsequent researchers, McGovern and Tinsley (1978), and Trent (1977), found similar results using professional male recruiters as raters of the video tapes.

McGovern, Jones, and Morris (1978) replicated the McGovern (1976) study, but used students as raters of the video tapes. Their results were similar to those found in the McGovern (1976) research. Nonverbal behavior had a significant effect on the interviewers' evaluations, while the sex of the interviewee had little or no effect on the interviewers' evaluations. The purpose of this study was to reexamine the contention of McGovern, Jones, and Morris (1978) that students can identify the difference between "good" and "poor" nonverbal behavior in a way similar to professional personnel recruiters in the McGovern (1976) study. The subjects in the McGovern, Jones, and Morris (1978) study were male undergraduate students (n = 60) recruited from the introductory psychology research pool and from three upper level psychology courses. The subjects in the present study were male and female undergraduate students (n = 52) from two senior level business administration classes.

The results of the present study revealed a significant difference for nonverbal behavior at all four rating points in the video tape for the composite ratings and on the confidence rating, "invite for a

second interview," between the high and low nonverbal interviewees. There was a significant difference in the composite ratings for the sex factor at rating times 1 and 2, which occurred because of the higher ratings given to the male nonverbal interviewees. There was also a significant interaction between sex and nonverbal behavior at rating times 2 and 4. It seems apparent that the student raters in the present study did not evaluate the nonverbal interviewees in the same way as the student raters did in the McGovern, Jones, and Morris (1978) study. The results of the present study appear to challenge the contention made by McGovern, Jones, and Morris (1978) that students can evaluate nonverbal behavior in a way similar to professional personnel recruiters.

Recommendations

Research on the effect of nonverbal behavior in the employment interview would be easier to accomplish if students could be used as raters of nonverbal behavior. The university student is more accessible than is the professional recruiter. Future research on the effect of interviewee nonverbal behavior upon the evaluations of student raters may show that students can evaluate interviewee nonverbal behavior in a way similar to professional recruiters. It is suggested that future researchers at least double the sample size used in this study.

A review of the literature indicates that females are more able than males in reading nonverbal communication. It is important to find how an equal number of male and female student raters would

evaluate interviewee nonverbal behavior.

The Trent (1977) study could be replicated using students as raters of the video tapes. The level of nonverbal behavior exhibited on the video tapes could be varied to see if the students change their initial evaluation of the candidate when presented with a change in the interviewee's nonverbal behavior.

Finally, research could be conducted using video tapes that exhibit a less extreme difference between high and low nonverbal behavior. It could be that significant differences for sex and nonverbal behavior would be less likely to occur in the students' ratings as the difference between the high and low video tapes is diminished.

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APPENDICES

APPENDIX A

The Number of Male/Female Student Raters Viewing the Four Video Tapes

Interviewee	Interviewer	
	Male	Female
Male-High Nonverbal	10	3
Female-High Nonverbal	6	7
Male-Low Nonverbal	12	1
Female-Low Nonverbal	8	5
Total	36	16
High Nonverbal	16	10
Low Nonverbal	20	6
Male-High/Low Nonverbal	22	4
Female-High/Low Nonverbal	14	12

APPENDIX B

Total Number of Interviews in Which the Subjects Had Participated as Interviewees Requiring at Least an Undergraduate Degree

Interviewee	Interviewer	
	Male	Female
Male-High Nonverbal	33	0
Female-High Nonverbal	1	8
Male-Low Nonverbal	27	0
Female-Low Nonverbal	14	14
Total Number of Interviews	75	22
Grand Mean	1.87	
High Nonverbal	34	8
Low Nonverbal	41	14
Male-High/Low Nonverbal	60	0
Female-High/Low Nonverbal	15	22

APPENDIX C

A research project by Gerald T. Boyle toward
A Master of Science degree in College Student Personnel
at the University of Wisconsin - La Crosse

Directions

You will be asked to read a job description for a company position and to review a resume of a candidate who is applying for that position. You will then be asked to rate the candidate's resume. You will then be shown a video taped interview with that candidate. The video tape will be stopped three times and you will be asked to evaluate the candidate on all you have observed up to that point. A final evaluation will be made after the complete interview has been shown.

Please evaluate these materials as if you were actually called upon to judge this candidate and to make a decision after the interview.

Appendix C (Continued)

Job Description

MANAGEMENT TRAINEE — Brinkton-Weller Inc.

Entry-level position in an established medium-sized corporation which specializes in the manufacturing and the wholesale and retail distribution of luggage. Candidate should have B.A./B.S. in Business Administration.

After a brief, intensive management training and orientation program, the person should be able to assume responsibility for managing the distribution of our product to the major wholesale and retail outlets throughout the state. He/she must be able to work well with both our production staff and our independent buyers in the state. Other responsibilities include assisting the production manager in the implementation of a new inventory control system to be tested regionally before national utilization. Also responsible for the development of new contacts for the distribution of our luggage in this state.

Appendix C (Continued)

RESUME

Sandy/Craig Jones

PRESENT ADDRESS

400 Wall Street
La Crosse, Wisconsin 54601

608: 784-1920

HOME ADDRESS (parents)

Mr. & Mrs. Walter F. Jones
239 Colonial Avenue
Williston Park, Illinois
62931

618: 321-4056

PERSONAL — Single — Born - January 21, 1957

PROFESSIONAL OBJECTIVE — To obtain an entry level management position in a firm with an excellent training program

EDUCATION — B.S. Business Administration (1978)
University of Wisconsin - La Crosse
G.P.A. 3.0/4.0 (overall)

CAMPUS ACTIVITIES — Member of Phi Gamma Nu/Delta Sigma Pi in my junior and senior years.

Participated in Intramural Basketball Program in my freshman and sophomore years.

WORK EXPERIENCE — Boren's IGA Foodliner (Summers, 1976, 1977)
Started out as wrapper, stocker. Worked as an assistant in the meat department. Last summer I worked primarily as a cashier.

UW - La Crosse Office of Student Affairs (part-time during school year: 1977-present)
I worked 15 hours per week at the Central Information Desk in the Campus Office for Student Affairs. My primary responsibilities included meeting people and providing accurate information about all of the services available to campus students.

UW - La Crosse Office of Recreation and Intramurals (summer, 1975)
Half-time lifeguard at the Campus Beach Facility.

INTERESTS — Interested in outdoor activities, especially hiking and swimming. Also like to play golf, tennis, and to travel.

REFERENCES — References will be furnished upon request.

Appendix C (Continued)

RESUME

Please use the provided rating scale to evaluate the candidate's resume on the following characteristics

1	2	3	4	5	6	7
Completely Unsatisfactory	Very Weak	Weak	Average	Good	Very Good	Superior

CHARACTERISTICS	RATING
1. Ability to communicate	_____
2. Aggressiveness and initiative	_____
3. Confidence in self	_____
4. Enthusiasm and motivation	_____
5. Intelligence	_____
6. Leadership Potential	_____
7. Maturity	_____
8. Persuasiveness	_____
9. Pleasant personality and sociability	_____
10. Positive attitude	_____
11. OVERALL EVALUATION (Composite Rating)	_____

12. Based upon the resume, use the scale below to indicate how confident you would be in making a recommendation to:

A. HIRE ON THE SPOT _____

B. INVITE FOR AN INTERVIEW _____

C. DO NOT HIRE, DO NOT INTERVIEW _____

1	2	3	4	5	6	7
Not Confident	Slightly Confident	Somewhat Confident	Fairly Confident	Quite Confident	Very Confident	Definitely Confident

Appendix C (Continued)

EVALUATION 1 2 3 4

Please use the provided rating scale to evaluate the candidate's interview on the following characteristics.

1	2	3	4	5	6	7
Completely Unsatisfactory	Very Weak	Weak	Average	Good	Very Good	Superior

CHARACTERISTICS	RATING
1. Ability to communicate	_____
2. Aggressiveness and initiative	_____
3. Confidence in self	_____
4. Enthusiasm and motivation	_____
5. Intelligence	_____
6. Leadership potential	_____
7. Maturity	_____
8. Persuasiveness	_____
9. Pleasant personality and sociability	_____
10. Positive attitude	_____
11. OVERALL EVALUATION (Composite Rating)	_____

12. Based upon everything about the candidate up to this point, use the scale below to indicate how confident you would be in making a recommendation to:

A. HIRE ON THE SPOT _____

B. INVITE FOR A SECOND INTERVIEW _____

C. DO NOT HIRE, DO NOT INTERVIEW _____

1	2	3	4	5	6	7
Not Confident	Slightly Confident	Somewhat Confident	Fairly Confident	Quite Confident	Very Confident	Definitely Confident

Appendix C (Continued)

OVERALL EVALUATION

1. Would you invite this candidate for a second interview?

   YES NO (circle one)

2. In making this decision, what are the candidate's specific characteristics upon which you based the decision?

   a. positive/strengths

   b. negative/weaknesses

3. What feedback/advice would you give this candidate in preparing for another interview with another company?

How many employment interviews have you participated in that required at least a B.S. or B.A. degree?

APPENDIX D

Script for Job Interview Video Tapes

EXCERPT 1 (Educational Experiences)

Question Well Craig/Sandy, I've had the opportunity to look over your resume to see some of the academic and work experiences which you've listed there. I'd like to get some more information about you and to give you the opportunity to expand upon what you've listed here on the resume. Tell me, why did you choose to major in business, and specifically in administrative sciences?

Answer When I first started college I wasn't really sure of what major I wanted, but I knew that I wanted to get into some area of business. I guess I've never seen myself as a person who would enjoy teaching or medicine or some area like that. When I started college I was looking for something which would be helpful in finding a job after I was finished with my degree. I'm not talking so much about vocational training, but I wanted something concrete and tangible from my college education which would help me when I was finished. So I decided to follow the business curriculum and to decide from that what area of specialization I liked best.

As far as my major in Administrative Sciences...When I was taking the general core requirements, I had a professor in administrative sciences who was really good and enthusiastic about the field. This teacher had spent several years working in corporations and then returned to teaching in college. The course was based on actual management cases. I really was motivated by that course to look at administrative sciences as a good preparation for a variety of business jobs. As I took more courses in the department, I decided that the major was exactly what I wanted.

Q That's really interesting the way you decided to choose the major. Can you give me some idea of the courses in your major which you liked best and why you did?

A Well, the major in administrative sciences concentrates on two areas. The first has to do with people and management in general. For example, how to look at an organization, the people within that organization and to try and see how the two can fit together. How do you get the two operating with basically the same goals and shared interests? The courses I especially liked were those which dealt with actual case histories and problems which a typical business has run into, and where we had to solve some of the problems and come up with alternatives which a manager could try to use. We would have to look at the people, at the goals of the unit, and the whole organization and integrate all of these concerns in our possible solutions.

The other orientation in the department...I've always liked mathematics and one of the specialties of the department is quantitative analysis. Looking at a problem more in an analytical way, getting good concrete data on how physical resources are being used, how personnel are used, how the flow of the fiscal resources effects the company and looking at how a

computer can help you in balancing all of these. I feel that the mathematics and computer programming part of my major gave me more good tools to be used in a lot of situations. So, I liked the personnel administration courses and the quantitative courses the best.

Q Craig/Sandy. . .looking back. . . what do you feel was the most important thing that you gained from your college education?

A I think that the most important thing that I learned from all of the courses which I took is the ability to think critically ... to look at a problem or an issue and to really see all of the different things which make up that problem. I've learned to find out how the situation, the people, the background all come together to make that problem. I'm able to look at problems and decide what data I need to get, or how to get a better understanding of the situation, I've learned the tools to evaluate that situation and make a decision about a possible solution. This applies to business or to political issues and even to personal concerns. I think that the program in business has given me the tools to handle a lot of problems and most of all to think critically about them.

EXCERPT 2 (Career Goals)

Q Craig/Sandy, now that you're finishing up your college work and moving on, have you given any thought to your career goals? For example, where do you expect to be five years from now in your professional life?

A As I mentioned before I think that college has given me the opportunity to learn how to look at situations and to break it down into what things I actually need to solve the problem. But I really haven't had a lot of experience to know how to implement the things that I learned in the classroom in situations which occur on an everyday basis. I guess my goals for five years from now would be to have a good bit of experience so that I could feel that I've learned from college, and I've learned from working, and I'd have a sense of how to integrate the both. Based on this experience of practicing what I've learned I want to know better than I do now, how and where my talents can best be used, and how I can continue to grow professionally in a company. That's one of the things which I like best about your position. It would give me the opportunity to have a lot of responsibility, and get some good experience in management, in production, in sales.

Q Could you be more specific as to how our particular position fits into your career goals for yourself?

A Well, based on the research that I've done on your company, from the information in the brochures and annual report that you sent to the Placement Office, and from reading the job description, I really like the size of the company. The way the description was written it sounds like I'd be able to get the experience that I'm looking for. For example, if I applied to a larger corporation, I don't think that I'd have the responsibility and

the opportunity to try out as many of the skills that I've learned on the job. So I think that the size of your company, the way your description was written, the responsibilities that you indicate ... Someone who would have to look at management of production, management of people, and also be on the road to a limited extent to develop new contacts for the luggage line are all very attractive to me. I also feel that you are a large enough company that I would have the opportunity to advance based upon my performance on the state level for this position. Five years from now I want to really be able to know where I'm going to make my best contribution to the world of business and to your firm in particular.

EXCERPT 3 (Work Experiences)

Q I agree with your observation about our company, Craig/Sandy. One of our goals is to give our new management trainees a lot of opportunities to implement their college training in ways that would be most helpful to us. I noticed that you worked at IGA food stores several summers. Can you tell me how some of the work experience which you got there influenced your career goals or helped you in general?

A IGA is a crazy place. I started out as a wrapper, and I worked as a stocker. I guess the thing that I learned the most from IGA is the problems of a manager of a small business. How he had to coordinate ... We had all different types of people working there. We had one woman who was about sixty and ready to retire. There were two men who worked there full time to support a family and we had college kids like me who needed the money for school. We also had some baggers who were high school kids. I really watched the manager and how he had to coordinate all these people with different reasons for working there and different attitudes about their jobs. One thing I learned is seeing how a manager has to coordinate all of these different people and make sure that the place runs smoothly. His goal was to give good service to the college students and the retired people on a fixed income who shopped for their groceries at our store. That's really hard at times to keep everybody happy and working together.

Q That's the problem that a good manager has to face in a variety of settings and situations. Tell me Craig/Sandy, what did you gain from your student work at the Office of Student Affairs?

A The work at the information desk was helpful because again I learned what it is to work with a lot of different people. My job was to know what services were available on campus to students with a whole range of different problems. I had to listen to a student who didn't know where to find an office for financial aid, or where to get counseling for a job or major, or health services. Sometimes the problems were serious and sometimes they were just looking for fast information. I had to be able to listen, be patient, and not get hassled, to think quickly on my feet as to the nature of the student's problem and where or who would give the best help. One thing you don't want in a situation like that is to send someone running all over campus without getting help. I learned how to relate to people who were

a little impatient, a little pushy, or who didn't know how to ask a question or know what exactly was their problem. So I learned how to deal with people, to analyze their problems or questions, and then to decide the best way to getting it solved.

Q Sandy/Craig, we've talked about your school and work experience, tell me, what do you do in your leisure time? What do you find enjoyable when you're not taking courses or trying to make some money?

A As I mentioned on my resume, I really like outdoor activities. I like to swim and play sports and spend time travelling. I find that when I've been doing a lot of work with my head or have been indoors for a long while, I need to get out and do something physical. I place a big value on staying in shape and keeping healthy by physical activities and exercise. I like sports and have participated in the intramural basketball program at school.

EXCERPT 4 (Personal Strengths and Weaknesses)

Q Craig/Sandy, I've had a chance to find out a little more about you and expand on some of the experiences that you listed on your resume. I'd like to put some of those things together and have you tell me what do you feel are your strongest personal qualities as an individual and someone who is applying to our firm as a management trainee?

A That's a big question. I have the ability, through the work experiences that I've had, in some of the extracurricular activities I've been in, and through what I've picked up in courses ... I think I have the ability to analyze situations, to really know what's going on there, I think that I'm critical and have a sharp eye and ear for problems. I look at things as a problem that has to be analyzed and eventually solved. I enjoy looking at all of the different things that go into that problem ... who's involved, what happened before and what are the consequences for the person ... I think that I have the ability both personally and in business situations to look at things with a critical eye. I also have the confidence in myself to make a decision, to define several alternatives and to decide which one I think is best. I think that I can take a risk and commit myself. I can't be 100% confident that it is the exactly perfect solution, but I'd be reasonably confident that it would be a good choice based on the data which I found to work with. I think also that I have the energy level to follow through on that. If I make a decision, I usually follow through because I made the decision and I want to see what are the consequences so I can learn from that decision.

Q Craig/Sandy, have you given some thought to what you consider to be your weakest points?

A Weakest? Well ... sometimes I tend to get impatient. As I said I have a high energy level and sometimes expect that other people will work as hard or as long at a problem as I want them to. But what I really think is my weakest point is not having the practical experience yet to go with my

college education. I know about case studies and concepts and theoretical things in management, but I've never been in a position to actually try these out when the stakes are real. In class, we always talk about a case and come up with alternatives. You can hypothesize what will be the consequences or probabilities of each alternative, but I really don't know what are the actual costs and benefits in making a particular decision and having to live with it. My weakest point is not having more experience to know what happens after the decision. That's why this is one of my career goals for the next five years, to get more practical experience and training.