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EFFECTS OF INTERVIEWER EXPERIENCE,  
SIMILARITY AND RELEVANCE OF BIOGRAPHICAL DATA  
ON EVALUATIONS OF JOB APPLICANTS

by.



Julia Glen Coles

B.A. Brock University, 1980

A Thesis  
Submitted to the Faculty of Graduate Studies  
through the Department of Psychology  
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#### ABSTRACT

In personnel selection it has been assumed that on-the-job experience improves the objectivity of the interviewer. Experience in interviewing, then, should be reflected in a reduced influence of similarity-induced bias on the judgments made about candidates. The overall objective was to determine whether the effects of applicant-interviewer similarity and relevance of the information about the applicant vary with the level of experience of the interviewer. Also examined was if the effects of these variables differ with the kind of judgments made.

Fifty-six experienced, male interviewers and 56 inexperienced, male interviewers were presented with similar or dissimilar bogus applicants. The manipulation of similarity was based on biographical data obtained from the interviewers. In addition, the applicant information varied for its relevance to the job of personnel officer. The interviewers made a number of ratings about the candidate and also indicated their self-confidence in their judgments.

It was found that the effects of similarity and relevance did vary with the interviewers' experience. These effects also differed with the kind of judgments made. Support for the Byrne similarity-attraction theory, then, varied with the level of interviewer experience and the type of judgment made. Results consistent with this theory were found

for the inexperienced interviewers only. Similarity with the applicant was associated with the ratings of likeability, but not of suitability for the job. Also contrary to the similarity-attraction theory, the effects of similarity varied with the relevance of the applicant information and the type of judgment. The inexperienced interviewers judged similar applicants as less qualified for the job than dissimilar applicants when the information was relevant. The opposite was found when the information was irrelevant.

Experienced interviewers' liking of the applicant was associated with measures reflecting likeability and suitability. Only when liking was controlled were experienced interviewers affected by similarity. They were more likely to invite a similar than a dissimilar applicant for an interview. Liking appears to be independent of similarity, and cannot be explained adequately by the similarity-attraction theory.

Contrary to expectations, the interviewers' amount of experience was not related to his level of self-confidence. The results also suggested that self-confidence does not appear to be an indicator or predictor of similarity bias.

In conclusion, the results of this study suggest that experience in interviewing does facilitate objectivity in regards to similarity bias. However, liking of the applicant appeared to be a more important source of bias for experienced interviewers.

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## CHAPTER I

### INTRODUCTION

In employment procedures the interview has a long history as the primary selection device. No selection device other than the application blank has such a general acceptance. Recent surveys found that interviews are usually ranked as the number one procedure for making the final employment decision (Schwab, 1969; Goodale, 1976). Most employers are not willing to hire applicants they have never seen and most applicants would not want to be judged without the opportunity to discuss their qualifications in a face-to-face meeting with the prospective employer (Lopez, 1970).

The question of the value of the employment interview, however, is an altogether different matter. A wide variety of research conducted over at least fifty years does not support the assertions made by the proponents of the employment interview (Nehrbass, 1976). Five major reviews of the research on the interview have concluded that the employment interview lacks both reliability and validity (Wagner, 1949; Mayfield, 1964; Trumbo, 1965; Wright, 1969; Schmitt, 1976). These reviews indicate that the interview is somewhat less than adequate in terms of achieving what it is supposed to achieve (Lewis, 1980).

It is apparent that no amount of additional evidence on the lack of reliability or validity will alter the role of the interview in selection (Mayfield and Carlson, 1966). Since the selection interview

seems to be indispensable to employers, it is imperative that the interview must be improved as an effective selection technique (Lopez, 1975). Through better understanding as to what goes on in an interview - and why - it is hoped that it will be possible to alter interviewer behaviour or other aspects of the interview in order to improve its validity as a selection device (Frank and Hackman, 1975). Further research may uncover the complexities in the interview process so that its effectiveness and utility as a selection device may be enhanced (McCormick and Tiffin, 1965; Cascio, 1978).

The employment interview serves many predictive functions designed to select the right person for a specific job. Questions underlying the interview include: Will this person work well with others? Will he/she be successful on the job? Should further interviews be arranged? Should the person be recommended for hire? The adequacy of the decisions based on these questions depends on the objectivity of the information-processing. Any kind of personal bias or affective bias is likely to reduce the quality of the decision-making.

The focal concern of this study is on the objectivity of the employment interview. Without objectivity, the other requirements of reliability and validity will not be optimal. What will be examined in this study are factors influencing objectivity, including the experience of the interviewer in making selection decisions, the impact of similarity between the interviewer and the applicant, and the influence of the relevance of the information obtained from the application blank.

#### Interviewer Experience

A literature review of personnel selection and classification in

the 1982 Annual Review of Psychology observed that experience is considered in almost all personnel selection decisions, but there is a conspicuous lack of recent research on this factor. What research there is provides limited evidence for the validity of experience ratings (Tenopry, 1982). An examination of the literature on interviewing experience has generated a similar conclusion. The experience variable has been included in the present study because some research suggests that it is a systematic source of variance in interviewer's decisions (Langdale and Weitz, 1973). A brief review will be given regarding the potential value of interviewer experience, and the possible effects of experience on the reliability and objectivity of interviewer judgments.

On-the-job experience is the most frequent training procedure of interviewers. Interviewing skills may be acquired without formal instruction. The conditions for learning to be an effective interviewer are present in the day-to-day interviewer's job situation (Lopez, 1975). This is not to deny that formal training contributes to interviewing skills, of course.

Little is known about the specific mechanisms involved in translating experience into specific interviewer skills. Moreover, the extent to which experience contributes to the quality of selection decisions has not been, as yet, fully established. Asher (1972) has offered an explanation for the potential role of experience. Asher argues that experienced interviewers use "knock-out" factors. Experienced interviewers seem to develop lay theories about biographic attributes which signal unsuccessful performance, such as too frequent



change of address or frequent change in jobs. Further evidence that experience does effect decision making comes from the comparison of the decisions made by employment interviewers and college students. Bernstein, Hakel and Harlan (1975) and Dipboye, Fromkin and Wiback (1975) found that relative to experienced interviewers, students are lenient in their ratings of applicants and tend to make more recommendations for hire. Students tend to rate applicants more favourably and are more accepting of them than are experienced interviewers. This supports Rowe's (1963) conclusion that the number of applicants accepted tends to decrease, and the accuracy of the decisions increases, with the amount of experience in personnel selection.

Interviewer reliability. A procedure used to assess the impact of experience on interviewer reliability has been to compare the ratings of experienced and inexperienced interviewers on the level of agreement reached. Rowe (1963) was one of the first researchers to use this technique. She found that experienced interviewers were able to evaluate job applicants somewhat more reliably than less experienced interviewers. Experienced interviewers reach similar decisions and rank applicants in the same order, though they differ in the number they will accept.

On the other hand, Carlson (1967) found that experienced interviewers were unable to rank or rate applicants more reliably than their less experienced colleagues. Carlson, Thayer, Mayfield and Peterson (1971) concluded that interviewers benefit very little from day-to-day interviewing experience, and, apparently, the conditions necessary for learning are not present in the interviewer's job situation. However, Carlson (1967) did find that more experienced interviewers were less susceptible to a situational pressure of being behind

a recruiting quota than were those with less interviewing experience. Carlson, Schwab and Heneman (1970) later qualified their conclusions. They found that experienced interviewers agree with each other to an appreciable extent, but only in a structured interview situation.

More recent research has continued this pattern of contradictory findings. Langdale and Weitz (1973) concluded that experience, per se, does not appear to be a strong predictor of reliability in candidate assessment. Conversely, Hakel and Dunnette (1970) found a higher intra-class correlation (.68) for interviewers than for students (.48) examining the same resumes. Valenzi and Andrews (1973) reported that despite the uniformity of the judgment task and the experience of the interviewers, substantially different decisions were made about the relative suitability of a number of job applicants. Wiener and Schneiderman (1974) compared the use of job information by experienced and inexperienced interviewers. Job information consisted of either a job title or a detailed analysis of the position. They found that the use of job information for decision making was not effected by experience in interviewing. Keenan (1976) reported that managers who regarded interviewing as a substantial part of their duties were not different in their ratings of applicant characteristics from those who did not. The number of years of interviewing experience was unrelated to any of the ratings. Bayne (1977) noted the lack of agreement between even very experienced interviewers. Regardless of the inconsistent research results in terms of the usefulness of experience in interviewing, it is still advocated that skill in interviewing requires experience (Gorden, 1975; Lewis, Edgerton and Parkinson,

1976; Lewis, 1980).

On the basis of the above research, psychologists do not know as yet what "good" interviewers are like and how they get that way. Bayne (1977) proposed that when interviewers disagree about applicants for a position, it may be that there is a lack of agreement on the concept of a good \_\_\_\_\_ (job title). The research may be showing nothing more than this. Experienced interviewers seem to develop shared stereotypes of the "good" applicant but agreement among interviewers decreases when the "good" applicant is considered for a specific job (Shaw, 1972). Thus, familiarity with the position may serve to increase inter-interviewer reliability. On the basis of the research findings, it appears that experience in interviewing does not serve to guarantee an improvement in the selection situation.

Interviewer objectivity. Some insights into the decision making process in selection interviews have been provided by the McGill University studies (cf. Webster, 1964). In one of the studies, Springbett (1958) found that interviewers seem to seek out negative information. Bolster and Springbett (1961) suggested that the order of the presentation of favourable-unfavourable information is important. It was found that a single unfavourable piece of information about an applicant usually resulted in a decision to reject the applicant, regardless of the positive information. This was found to be especially true when the negative information was presented early in the interview. Overall, it was concluded that the interview is primarily a search for negative information about a recruit. Later research by the Life Insurance Agency Association (LIAMA) confirmed these findings (Mayfield and Carlson, 1966;

Carlson et al., 1971). Thus, negative information receives greater weight in the decision than does positive information (Carlson, 1967).

The LIAMA researchers also found that structured interviews increase the agreement between interviewers about a candidate. In a structured interview, where the interviewer follows a set procedure, the decisions made by the interviewers are based upon a common frame of reference (Carlson et al., 1970; Schwab and Heneman, 1969). This common frame of reference in the structured interview serves to make interviewers more objective.

The LIAMA studies found that not only does the structure of the interview affect decision making, but also situational pressures. Carlson (1967) reported that when interviewers were told that they were behind their recruiting quota, the interviewers generally increased the number of persons they would hire. Furthermore, the interviewers' judgments were impaired as they made decisions to hire candidates that were judged to be "undesirables" when no quota existed.

Another LIAMA study sought to determine the effects of appearance and sex on an interviewer's decision to hire (Carlson, 1967). When appearance and personal history were both rated favourably or unfavourably, personal history information had twice as much weight in the decision relative to appearance. However, when the ratings for appearance and personal history were inconsistent (ie., one rated favourable, the other rated unfavourable), appearance had a greater effect on the decision of the interviewer. In addition, Hakel, Dobmeyer and Dunnette (1970) found that when applicants were equated on the dimension of scholastic standing, there was a strong bias in favour of males and

attractive candidates.

The effects of appearance, situational pressures and the order of presentation of unfavourable information are only some areas generating criticisms of the interview. Improvements in the structure of the interview, by themselves, do not guarantee high reliability. Undoubtedly, the interviewer's skills and objectivity are directly related to the validity, quantity and quality of interview output (Lopez, 1970, 1975).

The importance of interviewer objectivity is clearly demonstrated in the research that has focused upon the errors and biases, inherent in the interviewers, that frequently affect the decision making process of the selection interview. First impression errors are a source of bias on the part of the interviewer. The early impression formed in the interview not only appears to be generally irreversible, but it also determines the nature of the remainder of the interview. Hakel and Dunnette (1970) noted that interviewers can directly control the amount of time that the applicant speaks. The interviewer can safeguard his/her first impression either by blocking information that may cause him/her to rethink the decision, or by encouraging information that supports his/her decision (Webster, 1964; Tucker and Rowe, 1977). Thus, the impressions formed early in the interview seem to be resistant to change, as the interviewer controls the situation in order to support his/her bias.

Carlson (1968, 1970) researched contrast effects upon employment decisions made in an interview situation. It was found that when managers were interviewing a number of recruits, they used other recruits

as a comparison standard. Thus, if a manager evaluated a recruit who was independently judged to be average and the manager had previously evaluated two or more very unfavourable recruits, the average recruit was evaluated very favourably. There is considerable support for the finding that who an interviewer rated favourably is partly determined by others against whom the candidate is compared (Hakel, Onhesorge and Dunnette, 1970; Latham, Wexley and Pursell, 1975; Wexley, Sanders and Yukl, 1973).

Another source of interviewer bias which serves to decrease objectivity is the halo error (Carlson et al., 1971; Heneman, Schwab, Huett and Ford, 1975). An interviewer who commits the halo error assigns ratings on the basis of a global impression of the applicant. An applicant is rated high or low on many factors because the interviewer knows or believes he knows that the applicant is high or low on some specific factor. Carlson et al. (1971) tested interviewers as to how well they could recall what an applicant said during an interview. Interviewers who were inaccurate in their recall of information assumed the interview was generally favourable and rated the candidate consistently high in all areas. The halo error is, therefore, a source of interviewer bias that serves to colour the subsequent interviewer-applicant interaction once the initial impression has been formed. Interviewers are influenced by their own biases and stereotypes, thereby making the interview a subjective, non-scientific process (Cascio, 1978).

#### Similarity-Induced Bias

In this section will be examined the research on the proposition

that interviewer-applicant similarity influences the ratings made about job applicants. The evidence is not, as yet, very conclusive, and more empirical support is necessary. First of all, attention will be given to the application of various social psychological theories in order to try to account for the nature of the relationship, if indeed, it does exist. If it does exist, why then does similarity influence judgments about job applicants? Secondly, a brief review of the empirical research of the similarity-attraction research in both employment and non-employment situations will be examined.

The similarity-attraction hypothesis has generated considerable research (Byrne, in Berkowitz, 1969; Byrne, 1971; Griffitt and Byrne, 1970; Griffitt, in Huston, 1974; Berscheid and Walster, 1978). Repeatedly, the research supports the contention that both perceived and actual attitude similarity leads to attraction. Basically, we like those who possess attitudes similar to our own. On the basis of this research, Clore and Byrne (1974) proposed a general law of attraction which states that attraction toward an individual is a positive linear function of the proportion of positive reinforcements associated with him.

A number of explanations have been proposed in order to account for why similar attitudes are positively reinforcing. Byrne utilizes Festinger's (1954) theory of social comparison processes to explain the relationship between similarity and attraction. The theory proposes that we use social reality to assess the accuracy of our beliefs and attitudes. This social reality is provided by the opinions and attitudes of others. When one finds that someone else expresses the

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same attitudes and opinions as oneself, one's attitudes are socially validated and, therefore, "correct". This social validation is a pleasant feeling and is rewarding (Stroebe, Insko, Thompson and Layton, 1971; Kaplan and Olczak, 1971). Conversely, dissimilarity between one's attitudes and those of another constitutes a punishing interaction and, thus, may lead to a negative relationship.

Alternative theories attempt to explain the relationship between similarity and attraction. One possibility is that if one knows a person's attitudes, one can better estimate how that person is likely to behave. If a person feels that similar attitudes exist, he/she is likely to feel confident that it would be rewarding to spend some time with that person. Here the attraction is not based upon cognitive consistency or social validation, but because one anticipates rewarding interactions with a similar other. Another explanation is based upon the evidence that people tend to like those who like them (Berscheid and Walster, 1978). It may be the case that when we learn that others are similar to us, we assume that the others are likely to like us, thus we will like them in return.

The generality of the similarity-attraction relationship has been demonstrated with diverse populations and under a wide array of conditions. Byrne, Griffitt, Huggins and Reeves (1969) found this relationship to be relatively general in the population in their research with samples that varied in age, education, socioeconomic level, intelligence and adjustment. In these investigations, manipulation of similarity was based on attitudes. The typical eight-item questionnaire developed by Byrne (1971) provided the information to manipulate attitudinal simi-



ilarity. Some of the attitudes dealt with were political philosophies, belief in God, enjoyment of sports, and reading material preferences.

The similarity-attraction relationship is not limited to attitude similarity. Attraction is evident even when the similarity is based upon opinions, personality traits, race, behavioural preferences, physical attractiveness, and economic status (Byrne, Clore and Worchel, 1966; Griffitt and Byrne, 1970; Mehrabian and Epstein, 1972). On the basis of this research, it has been suggested that in any type of social comparison with others, similarity is preferred to dissimilarity. Similarity to another person not only yields attraction, but has been found to increase helping behaviour (Hornstein, Fisch and Holmes, 1968; Sole, Marton and Hornstein, 1975) and the amount of money approved for a loan applicant (Golightly, Huffman and Byrne, 1972).

However, there are qualifications to the rule that similarity produces attraction. When the similarities shared with another have disagreeable implications, the usual similarity-attraction relationship may be reversed. Cooper and Jones (1969) found that individuals who were similar to obnoxious people worried that they would be socially cast with them and attempted to dissociate themselves from the undesirables. Baron and Byrne (1976) found that individuals show less willingness to interact with attitudinally similar persons who are known to be deranged, degenerate, and deficient. In selection interviews, highly anxious job applicants were assessed negatively by interviewers when the applicants were perceived to be attitudinally similar to the interviewer (Daly, Richmond and Leth, 1979). Snyder and Endelman (1979) found that a very high or very low degree of similarity with another can be aversive.

However, the curvilinear relationship between increasing similarity and attraction only appeared on non-verbal, behavioural measures rather than self-report measures of attraction.

A major premise of Byrne's similarity-attraction hypothesis is that attraction results from similarity regardless of the situational relevance of the similarity (Byrne and Nelson, 1964, 1965; Clore and Baldridge, 1968). Whether or not the impact of attitude similarity depends on the situational relevance of the attitudes has been only minimally examined empirically. Jones (1980), in a laboratory study, found that attitude similarity led to higher ratings of liking and desire-to-work-with regardless of the relevance of the attitudes. Situational relevance did not moderate the similarity-attraction relationship. LaGaipa and Werner (1971), however, found that the interaction of relevance and similarity depended on the type of criterion measure or dependent measure used.

The similarity-attraction hypothesis was first related to the selection interview by Sydiaha (1962). As part of the McGill studies, Sydiaha attempted to identify the sources of error associated with the interviewer. The selection of empathy as a decision making model stemmed from the observation that interviewers tend to place themselves in the shoes of applicants to try to understand the applicant's motives in applying for a job. He found that an interviewer's predictions about an applicant were affected by his assumed and actual similarity to the applicant on the characteristics about which he was attempting to make predictions.

Griffitt and Jackson (1970) reported that the more attitudinally

similar the applicant was to the selector, the more positive the selector's judgment of the applicant. The more similar the applicant was to the selector, the more attractive, reliable, pleasant, warm, cooperative and flexible he was perceived. The similar applicant was also more likely to be hired. Baskett (1973) reported that the more attitudinally similar the applicant was to the evaluator, the more competent the applicant was judged and the stronger the hiring recommendation. Also, the size of the starting salary was positively related to interviewer-applicant similarity. Peters and Terborg (1975) reported that perceived attitudinal similarity not only affected evaluations of job resumes, but was also resistant to the addition of job-related information to be used as a standard for evaluation. Similarity between the applicant and evaluator had positive effects on salary recommendations, hiring decisions, judgments of the applicant's attractiveness, ability to learn the job and ability to get along with co-workers.

Few studies have manipulated biographical similarity as a factor on interviewer ratings of job applicants. Rand and Wexley (1975) found that the higher the level of biographical similarity of the interviewer to the applicant, the higher the ratings of the applicant on various job-related criteria. Latham et al. (1975) manipulated both attitudinal similarity and biographical similarity, and found that both affected the recommendation for hire decision.

The overall results, then, are fairly consistent and support the basic hypothesis that similarity influences decision making in the employment context. Similarity is a source of the low objectivity

often reported in interviews. The effects of similarity have an impact on hiring, evaluating and, perhaps, on the rewarding and promoting of persons similar to the decision maker. These effects of similarity have been replicated in a variety of settings, with real and hypothetical job applicants, and with varying levels of job specificity. A bias, then, is introduced into employment interviewing since this factor of similarity may have minimal relevance for job success (Keenan, 1976; Cascio, 1978).

#### Interviewer Experience and Similarity-Induced Bias

Pertinent to this research is the role of experience in making selection decisions. Experience may differentiate susceptibility to the effects of perceived similarity on interviewer's evaluations of job applicants (Frank and Hackman, 1975). Frank et al. questioned the generalizability of previous research on the similar-to-me effect and decision making in the employment situation. It was noted by these researchers that a number of these studies used college students as interviewers. Frank et al. therefore questioned the degree to which obtained similarity-favourableness relationships are general across interviewers who vary in selection decision experience. As previously mentioned, students are more lenient in their ratings of job applicants and tend to make more hiring recommendations than experienced interviewers. It is, therefore, important to note that several of the studies cited earlier used inexperienced individuals as interviewers (i.e., Baskett, 1973; Griffitt and Jackson, 1970; Peters and Terborg, 1975; Wexley et al., 1973; Rand and Wexley, 1975). Notable also is that the results of each of these studies supported the basic hypothesis that similarity positively effects decision making in the

employment situation.

Frank and Hackman (1975) examined the similarity-attraction relationship in the selection situation using experienced interviewers as the decision makers. They reported that one interviewer was positively influenced by similarity with the applicant, while another was not effected. A third interviewer was negatively influenced by the similarity with the applicant. Unfortunately, their small sample served to confuse rather than clarify this issue.

The implicit assumption that experience in interviewing increases objectivity leads to the hypothesis that the evaluations made by experienced interviewers about job applicants should be influenced to a lesser degree by the similarity-attraction relationship than evaluations made by inexperienced interviewers. The basis of this proposition lies with Festinger's (1954) theory of social comparison processes which was expanded upon by Byrne (1971). As noted earlier, similarity to another person increases the likelihood that one will obtain consensual validation for one's own attitudes or opinions. Interviewers who are inexperienced and unsure of themselves may be sensitive to opportunities for self-validation in their interviews. Thus, for them, interviews with "similar others" should be rewarding. Conversely, experienced interviewers should be relatively immune to similarity-induced bias.

If experience in selection decisions does serve to discriminate between those who allow similarity bias to influence their decisions and those who do not, what needs to be answered is, what is it about experience which makes one less susceptible to this bias? A possibility

is self-confidence in one's ability to make selection decisions. The belief that self-confidence develops through interviewing experience is not new. Steinkamp (1966) found that the interviewers most effective in securing accurate information about complex and closely guarded data were high in self-confidence. The self-confident, experienced interviewers were better able to control the outcome of the interview.

The positive relationship between interviewer effectiveness and self-confidence ratings suggests the absence of dependence on others (Wiener and Schneiderman, 1974). Gordon (1975) noted that interviewers gain confidence with experience. Thus, experience, and the resulting self-confidence in one's ability to evaluate job applicants may be the factors which determine an individual's tendency to be influenced by similarity-induced bias in the evaluation of job applicants.

#### Relevance of Biographical Information

The reader will recall that biographical similarity influenced interviewer decisions about job applicants (Rand and Wexley, 1975; Latham et al., 1975). Under investigation here is whether the relevance of this biographical information to the selection situation influences the decisions of evaluators.

The use of biographical data in the selection process is based on the assumption that job success can be predicted on the basis of biographical information, and that it is possible to establish the predictive validity of specific kinds of information for specific jobs (Cascio, 1978). Both empirical and theoretical treatments have supported this notion that some biographical data are more relevant.

to the specific job situation than are others and critical in making selection decisions (Dunnette, 1966; Petrie, in Marting, 1967; Cecil, Paul and Olins, 1973; Lipsett, Rodgers and Kentner, 1973; Torrington, 1974; Stanton, 1977).

A common practice is for interviewers to assess the relevance of biographical data on the basis of job analysis, that is, of duties and job descriptions (Asher, 1972). Weiner et al. (1974) examined the extent to which job information was used by interviewers as a criterion for their decisions. They found that experienced interviewers did not differ from inexperienced ones in the relative amount of relevant and irrelevant information they used in making their decisions about job applicants. They concluded that experience does not seem to effect interviewer agreement when job information is available. Langdale and Weitz (1974) reached a similar conclusion. Inconsistent with their findings are those of Schuh (1973). He found that experienced interviewers made the same decisions whether the applicant was described in situationally unimportant or important terms. However, less experienced interviewers did not make the same decisions when the applicant information varied in importance. There is a need for further research to reconcile this contradiction through an examination of the effect of interviewer experience on the use of irrelevant-relevant applicant information.

In addition to the relationship between interviewer experience and relevance of information, the relationship between similarity and relevance has received little attention in comparisons of experienced and inexperienced interviewers. A basic assumption underlying the pro-

posed research is that the interviewer is engaged in a two-fold information processing procedure when examining biographical data on an application blank. The interviewer examines the applicant information for its possible relevance to the job and also makes an implicit comparison of the applicant's data with the interviewer's biographical characteristics. Thus, the utilization of information which varies in relevance to the job may have an impact on similarity-induced bias. There is a need to manipulate the degree of biographical similarity between the applicant and evaluator, while varying the perceived importance of biographical items for selection decisions, in order to reveal the nature of the interaction between these factors. Since the prime concern of this study was to examine the effects of interviewer experience on selection decisions, the interaction of relevance and similarity was further examined in order to determine if the interaction varied with the level of experience of the evaluator.

#### Statement of the Problem

An implicit assumption in personnel selection is that on-the-job experience contributes to skill development and improves the objectivity and reliability of an interviewer's performance. Thus, the higher level of competence or expertise associated with experienced than inexperienced interviewers should be reflected in a reduced influence of bias on selection decision making. This assumption has been inadequately assessed in the research on interviewer bias. Additional assumptions underlying this study include the belief that biographical similarity has a biasing effect on the ratings made about job appli-



cants, and that the effect of biographical similarity varies as a function of its relevance to the specific job.

The overall objective, then, is to examine the factors influencing any differences between inexperienced and experienced interviewers in their evaluative judgments of job applicants. Specifically, the questions posed are: Does the effect of applicant-interviewer similarity and relevance of the biographical data vary with the level of experience of the interviewer? Does the effect of these variables differ with the kind of judgments made? These questions will be examined by analyzing the separate and combined effects of these variables on interviewer ratings.

A major focus of this study is to determine the nature and significance of interviewer experience in regards to evaluations about job applicants. Research results have been inconsistent as to whether inexperienced and experienced interviewers make the same decisions (Schmitt, 1976). In this study, the question is raised: Do inexperienced and experienced interviewers differ in their judgments about job applicants?

Previous research has suggested that interviewers tend to be influenced by the perceived similarity between themselves and the job applicant. The research, which has reported a positive relationship between applicant similarity and interviewer ratings, used inexperienced interviewers, i.e., students, as the evaluators (Baskett, 1973; Peters and Terborg, 1975). Thus, the role of experience has not been adequately examined in this context. It is conceivable that experience might reduce one's openness to similarity bias. Experienced interviewers are in a position to observe how their evaluations, influenced by similarity bias, may reduce the effectiveness of their judgments (Springbett, 1958;

Wiener et al., 1974). The research question posed is: Does similarity have a greater effect on the ratings of inexperienced than experienced interviewers?

This study also investigates the effect of the relevance of the information about the applicant on the evaluators' ratings. Previous research has led to contradictory findings. Some researchers found that experience does not effect how evaluators make use of applicant information that varies in importance (Langdale and Weitz, 1973; Wiener et al., 1974), while others have found that experience does affect the use of this information (Schuh, 1973). The question raised is: Does the relevance of the biographical data about the job applicant have a greater effect on the ratings of inexperienced than experienced interviewers?

Also under investigation is the possible joint effects of evaluator-applicant similarity and the relevance of the information about the applicant. As noted earlier, Byrne's (1971) hypothesis of the similarity-attraction relationship proposed that the relevance of the similarity does not effect liking. Consistent with Byrne's theory, researchers have found that the relevance of attitude similarity does not influence affective criteria (Byrne and Nelson, 1964, 1965; La Gaipa and Werner, 1971; Jones, 1980). Few studies have examined the interaction of similarity and relevance in an employment context. Based on these concerns, the following questions are raised: Does the effect of applicant similarity on evaluator ratings vary with the degree of the relevance of the biographical data about the applicant? Do the combined effects of similarity and relevance vary with the type of judgments made?

Since this study is concerned with applicant-interviewer similarity, the role of liking is examined. Byrne's (1971) theory posits that simi-

ilarity leads to liking. However, as noted earlier, under certain circumstances, similarity may lead to disliking (Berscheid and Walster, 1978; Daly et al., 1979; Snyder and Endelman, 1979). Furthermore, an information processing analysis of the similarity-attraction relationship, suggested by Ajzen (1974), predicts outcomes unlike those of Byrne. According to this alternative view, attraction is not influenced by attribution similarity, but by attribute affective value. In order to assess the effects of liking, and whether liking has an effect apart from similarity, the basic question posed is: Does the liking for the applicant influence the interviewers' judgments about the applicant? In addition, the following questions are raised: Does the effect of liking vary with the kind of judgments made about the applicant? Does liking mediate the effects of experience, relevance and similarity on the interviewers' evaluations? Is the liking of the applicant a consequence of the applicant-interviewer similarity?

This study is also concerned with the role of self-confidence in making evaluations about job applicants. It should be noted that the self-confidence in this study refers to confidence regarding the evaluators' task instead of self-confidence as a personality trait. Thus, analyses involve an examination of the evaluators' belief in their ability to rate job applicants. The basic question raised is: Does the interviewer's level of self-confidence influence the judgments made about the job applicant? Additional analyses involve the following questions: Does the level of self-confidence mediate the effects of experience, similarity and relevance on the evaluations? Is the interviewer's level of self-confidence a function of his experience in making selection decisions?

## CHAPTER II

### METHOD

#### Subjects

The sample consisted of 56 experienced interviewers currently employed and 56 inexperienced interviewers. The experienced employment interviewers were from various industries and organizations. Represented were 22 manufacturing firms, 11 retail companies, 3 employment agencies, 3 educational institutions, 2 financial institutions, and 15 organizations classified as other, namely, medical, media, transport and government services and insurance companies. Male interviewers were recruited in order to control for sex differences. The experienced interviewers had an average of 11.48 years of interviewing experience and conducted an average of 3.27 interviews per week.

An equal number of inexperienced interviewers were volunteers from undergraduate classes at the University of Windsor. A minimum of three years residency in North America was established as a precaution to avoid cultural bias. Again, all subjects were male and none of the subjects had experience as selection interviewers. Table 13 in Appendix N summarizes the demographic characteristics of the subjects.

#### Independent Variables

Experience. Experience in making selection decisions was operationally defined as being in a job situation which had screen-

ing or interviewing as part of the duties for at least six months.

This quantification was based upon the research of Rowe (1963). She reported that there is a critical period in selection experience. The effect of experience on rating applicants occurs early and reaches a maximum after a relatively short period of selection experience. Other investigators have also used six months as a cut-off (cf. Wiener et al., 1974; Simas and McCarrey, 1979).

Relevance. The relevance of biographical background data for decision making was determined by 16 experienced and 20 inexperienced interviewers, randomly drawn from the samples. Appendices A and B contain the information that was presented to the subjects. They were asked to read a job description for a Personnel Officer. This job description was not specific to an organizational structure in order to ensure that the experienced subject's ratings would be as independent as possible of their job context. A list of 51 items was compiled on the basis of several general, all-purpose application blanks. From the list, these judges were asked to select the eight most important and the eight least important items for the evaluation of a candidate applying for the position of Personnel Officer. Only those items which were consistently judged as irrelevant or relevant were chosen to be the information for the manipulation of relevance.

Similarity. Similarity was defined as the percentage of information items that the applicant and subject had in common. Following the research paradigm of Byrne (1971), dissimilarity was defined as the subject and applicant being alike on 25 percent of the total available

Information, while similarity was defined as the subject and applicant being alike on 75 percent of the total available information.

### Instruments

Job description. A thorough job description was developed for assessing hypothetical applicants for the position of Personnel Officer. This description is presented in Appendix A. This position was chosen in order to get the experienced subjects to adopt a common frame of reference and it was assumed that all subjects would be familiar with this position (cf. Wiener et al., 1974). It was felt that, for the experienced evaluators in particular, this would minimize subject differences in background and work experience (cf. Simas et al., 1979). In order to give the inexperienced subjects sufficient knowledge of the position, the job description for Personnel Officer was developed on the basis of a variety of sources, including the Dictionary of Occupational Titles (1965).

Application form. Biographical items were chosen to be the information manipulated to be either similar or dissimilar to the subjects. However, biographical items on a typical application blank are known to be of differing value to the evaluator in terms of decision making. A list of 51 items was compiled on the basis of several prototypic application forms (see Appendix A). Sixteen of the experienced and 20 of the inexperienced subjects were randomly selected to act as judges. After reading the job description for a Personnel Officer, the judges were asked to select the eight most and eight least important items from the list of 51 items. Only those items on which there was consistency were

chosen for the manipulation of biographical relevance in the written description of the job applicant. A summary of the items chosen and the frequency of their being chosen is presented in Table I in Appendix C. This listing also indicates that experienced and inexperienced evaluators agree with one another to an appreciable extent in their judgments of what is irrelevant and what is relevant.

Background questionnaire. A questionnaire was devised in order to obtain information about the subject's biographical background. This questionnaire can be seen in Appendices D and E. The information requested was based upon those items which the judges chose as being (ir)relevant to the evaluation process. The subject's background was used as the basis for manipulating the evaluator-applicant similarity. Additional information was obtained from the experienced subjects in terms of the number of years in an interviewing position and the average number of interviews conducted within the previous six months.

Applicant descriptions. The biographical similarity was manipulated through the use of a written hypothetical job applicant. Written descriptions allow for a clear manipulation of the variables, while at the same time may overcome biases inherent in the face-to-face interview, such as appearance (Jackson, Peacock and Smith, 1980).

There were two basic applicant descriptions. One description was based on the judged irrelevant information, while the second description was based on the judged relevant information. Table I in Appendix C provides a listing of these items. Consistent with the percentages used to manipulate similarity, the relevant information description contained eight items of information. Six of the items were relevant and two were irrelevant (75 percent relevant). For the irrelevant information description, six of the eight items were irrelevant and

two were relevant (25 percent relevant). In addition, to make the descriptions more readable, two standard items of information were provided. These consisted of the applicant being male and married for the experienced subjects, and male and not married for the inexperienced subjects. The applicant's name, Michael Erwin, was fictitious and chosen to avoid any unequivocal ethnic or religious identification (Hornstein et al., 1968). Examples of hypothetical applicants based on the background of inexperienced subjects and experienced subjects are provided in Appendices F and G, respectively.

Favourability of the applicant information. In order to ascertain whether some of the information used to describe the applicants involved a favourability effect, an examination of select items was conducted. It was felt that items, such as church attendance, would evoke favourable or unfavourable responses regardless of the degree of similarity between the applicant and interviewer.

The items examined as to their possible favourability were weight, age; post-secondary education, training in personnel, church attendance and number of years of full-time work experience. Ten experienced interviewers, who were not of the group of 56, assessed the items as to their favourability. These judges were first informed:

The purpose of this study is to examine impression formation in regards to job applicants. There are three stages in this study and I need your help in the first stage. I am in the process of selecting characteristics to be used to create job applicants. In this first stage, I would like you to give me some information about yourself. In a few days I will return and ask you to rate a number of job applicants.

On the basis of the six items chosen for their possible favour-



ability effects, twelve applicant descriptions were devised, each being very high or very low on one particular item. All other information was manipulated as either similar or dissimilar to the subject. Upon recontacting the subject, the experimenter explained the purpose of the study again. Each individual was required to rate six descriptions, thus each description received five ratings from five different judges. The order of presentation of the descriptions was randomized through the use of the table of random numbers. The experimenter explained that:

The six job applicant descriptions give limited information about individuals applying for the job of Personnel Officer. Please read the description of the job, then rate each of the protocols as to their favourableness, i.e., attractiveness. Your ratings will be on a ten-point scale, where 1-2 is very unfavourable, 9-10 is very favourable and 4, 5 and 6 reflect moderate favourability. Feel free to use the entire range of numbers from 1-10. Do not be concerned as to how often you use a particular number as long as it is your true rating. Also, I would like you to indicate the extent to which the applicant is similar to you, using the same type of ten-point scale. Finally, I would ask that you try to make your rating of each applicant independent of each other.

The subject was then given the job description for a Personnel Officer and six descriptions of job applicants. A  $2 \times 2$  analysis of variance revealed that there was a main effect for similarity ( $F(1,16)=9.96, p<0.01$ ). However, there was neither a significant main effect of favourability nor was the interaction of favourability and similarity significant ( $F<1$ ).

On the basis of these results, it is evident that, for this particular study, the favourability of the information used to describe

the applicants, did not serve to confound the similarity manipulation for the experienced subjects.

#### Dependent Variables and Manipulation Checks

After reading the applicant description, the subject was asked to complete a series of questions which served as manipulation checks and dependent measures (see Appendix H). All of the measures took the form of seven-point bipolar scales. Four measures assessed the efficacy of the manipulations.

1. Perceived applicant similarity. Subjects responded to the question "How similar is the applicant to you?" Responses ranged from "very dissimilar" (1) to "very similar" (7).

2. Perceived relevance of the information to all the ratings. Subjects responded to the question "How relevant was the information about the applicant to the ratings that you made?" Responses ranged from "very irrelevant" (1) to "very relevant" (7).

3. Perceived relevance of the information for the hiring recommendation rating. Subjects were asked to indicate the relevance of the information for this particular rating. Responses to the question "How relevant was the information about the applicant to the 'recommend for hire' rating that you made?" ranged from "very irrelevant" (1) to "very relevant" (7).

4. Perceived relevance of the information for the invite to an interview rating. Subjects responded to the question "How relevant was the information about the applicant to the 'invite to an interview' rating that you made?" Responses ranged from "very irrelevant" (1) to

"very relevant" (7).

In addition to the checks on the manipulations, the subjects completed several measures which served as dependent variables.

1. Co-worker adjustment. Subjects responded to the question "How well do you think the applicant would get along with co-workers if hired for the position?" Responses ranged from "get along very poorly" (1) to "get along very well" (7).

2. Working with. Subjects were asked the question "To what extent would you like to work with the applicant?" Responses ranged from "definitely would not" (1) to "definitely would" (7).

3. Success expectations. Subjects responded to the question "How successful do you feel the applicant would be if hired?" Responses ranged from "very unsuccessful" (1) to "very successful" (7).

4. Recommendation for hire. Subjects were asked to indicate the degree to which they would recommend the applicant for hire. Responses to the question "Would you recommend the applicant to be hired for the position of Personnel Officer?" ranged from "definitely would not recommend" (1) to "definitely would recommend" (7).

5. Interview. Subjects responded to the question "Would you invite the applicant to an interview?" Responses ranged from "definitely would not invite" (1) to "definitely would invite" (7).

6. Liking for the applicant. Subjects were asked the question "To what extent do you like the applicant?" Responses ranged from "dislike very much" (1) to "like very much" (7).

In addition, the subjects were asked to indicate their level of

confidence in the decisions that they made.

7. Self-confidence. Subjects responded to the question "How confident are you in the judgments that you made about this job applicant?". Responses ranged from "not at all confident" (1) to "very confident" (7).

#### Procedure

Each subject was randomly assigned to one of the experimental conditions: relevant information - similar applicant, relevant information - dissimilar applicant, irrelevant information - similar applicant, irrelevant information - dissimilar applicant. Half of the subjects were experienced interviewers and half were inexperienced interviewers, thereby forming eight groups, each consisting of 14 individuals.

Experienced interviewer subjects. The experienced interviewers were contacted through the mail on two separate occasions. These contacts were separated by a time interval of one week in order for the experimenter to prepare the bogus applicant description for each subject.

Initially, 100 experienced evaluators were contacted. At this time, the subjects were informed that the purpose of the study was to examine the relationship between the use of information about a job applicant and the background and experience of the evaluator. They were also informed that they would receive one of several job applicant descriptions upon the experimenter's receipt of the completed questionnaire. They were also told that in order for the experimenter to record who receives which description, they were assigned identification numbers. This was also used to guarantee the anonymity of their responses. Appendix E presents a copy of this letter and the questionnaire which

accompanied it. The questionnaire was designed to elicit information about their biographical background. These descriptions of "self" provided the basis for the manipulation of the similarity variable. The letter and questionnaire were accompanied by a stamped, self-addressed return envelope, which was conducive to receiving an 83 percent response rate.

Upon receipt of the completed questionnaire, the experimenter randomly assigned the subject to one of the four treatment conditions. On the basis of the information provided on the questionnaire, the experimenter created, for each subject, a similar or dissimilar bogus job applicant with either the irrelevant or relevant information applicant description items. The subject-applicant similarity was manipulated by having the biographical items as either 25 percent or 75 percent similar to those of the subject (cf. Griffitt and Jackson, 1970). Thus, the similar applicant was like the subject on six of the eight items, while the dissimilar applicant was like the subject on two of the eight items. Appendix G provides examples of how the bogus applicant was created.

In the second stage of the study, each subject received a booklet including the instructions, job description, bogus applicant description and rating scales. Appendix I contains an example of the booklet for experienced subjects. Of the 83 individuals who responded to the initial questionnaire, seven were not included in the second session due to incomplete items or giving the task to a female assistant.

The subjects were instructed to assume that they were interviewers who are required to make a number of judgments about a job applicant on the basis of the information supplied. They were also informed that

upon completion of the study, they would receive a written summary of the findings. The response rate to this section was 65 percent. Ratings of the individuals who did not complete all of the items, or who allotted the task to another individual were not considered in the analyses.

Inexperienced interviewer subjects. The inexperienced evaluators were approached in class by the experimenter, again on two separate occasions. The time interval between the two sessions was one week in order to allow the experimenter to prepare the individualized bogus applicant descriptions.

Initially, 260 students were contacted. The experimenter limited conversation with the subjects in order to ensure that they did not receive any additional information as compared to what the experienced subjects received. The experimenter gave the subjects the following information:

My name is Julia Coles and I am currently completing my Masters thesis in Psychology. I am asking for your assistance on two occasions. The forms you are receiving today contain the information as to the purposes of the study. The instructions are also on the top page. I will return in one week's time to present you with a second task. Since each of you will receive a personalized assignment next week, I ask that you be sure to put your name and course number on the front page. Thank you.

Appendix D contains the initial booklet given to the subjects. The questionnaire, and its purpose, is identical for that of the experienced subjects.

During the interval between the two sessions, the experimenter randomly assigned 72 of the subjects to one of the four treatment conditions. Due to a large number of female students and foreign students, only 72 males received individualized bogus applicant descriptions. The

other students also received the same task in the second phase, except that the description of the applicant was identical for each of them.

For these inexperienced subjects, the manipulation of similarity was conducted in the same manner as it was for the experienced subjects. Appendix F presents examples of how the bogus applicant was created for inexperienced interviewer subjects.

In the second stage of the study, the experimenter again kept verbalizations with the subjects to a minimum. The experimenter reintroduced herself and explained:

Today you will be receiving the second portion of the study. Again, the instructions are written on the top page. Once the results have been analyzed, I will be returning to give you a brief summary of the findings. Thank you again for your assistance.

Appendix H contains the instructions that were given to the inexperienced subjects. Of the 72 prospective "usable" subjects, 60 were in attendance to complete the second phase. In order to equate the experienced and inexperienced groups of subjects in size, four students (one from each treatment group) were randomly dropped from the analyses.

## CHAPTER III

### RESULTS

This study attempted to identify variables influencing evaluator's judgments of a job applicant. The variables consisted of experience in making employment selection decisions, evaluator-applicant similarity, and relevance of the information about the applicant. A series of statistical analyses was conducted. The first section reports the outcome of the manipulation checks. The second section consists of discriminant function analysis for the purpose of identifying the dependent measures that are the best discriminators between inexperienced and experienced interviewers. Further analyses consisted of a MANOVA for assessing the impact of the independent variables on the dependent measures. A number of univariate analyses of variance served as the main analyses of this study. Analyses of covariance were computed in order to control for the possible effects of self-confidence, perception of relevance, and liking for the applicant. The final section consists of secondary analyses dealing with the age differences between the inexperienced and experienced groups of subjects and the consistency of their ratings of job applicants.

#### Manipulation Checks

Manipulation checks are an attempt to directly measure whether the independent variables manipulated have the intended effects on



subjects. These are summarized in two sections, the first dealing with the subject's perceptions of applicant similarity, the second dealing with the perceptions of the relevance of the information.

Table 2 in Appendix J summarizes the analyses of variance for the manipulation checks.

The manipulation of similarity was successful. Table 3 in Appendix J presents the treatment means for the measure of similarity. The main effect of Similarity revealed that the subjects perceived the similar applicant as more similar to themselves than the dissimilar applicant ( $F(1,104)=486.59, p<.01$ ).

Other significant main and interaction effects were found, though the major source of variance was Similarity. Omega square values revealed that Similarity accounted for 78 percent of the variance, whereas none of the other effects explained more than 2 percent of the variance. The overall main effect of Experience indicated that inexperienced subjects gave higher similarity ratings than experienced subjects ( $F(1,104)=9.37, p<.01$ ). The explanation for the Relevance x Similarity interaction ( $F(1,104)=6.96, p<.01$ ) is that subjects rated the similar applicant higher on similarity when the information was irrelevant than when it was relevant ( $F(1,104)=4.36, p<.05$ ). The Experience x Relevance x Similarity interaction was also significant ( $F(1,104)=13.63, p<.01$ ). Simple main effects indicated that inexperienced subjects rated similar applicants higher on similarity when the information was irrelevant rather than relevant ( $F(1,104)=6.41, p<.05$ ). This result did not apply to experienced subjects ( $F<1$ ). Thus, the relevance of the information served to influence

inexperienced subjects in their ratings of similar applicants.

The manipulation of relevance was also successful. The perception of relevance was measured by three manipulation checks: relevance of the information for all ratings made (relevance-ratings), relevance of the information for the recommendation for hire rating (relevance-hire), and the relevance of the information for the invite to an interview rating (relevance-interview). Table 2 in Appendix J summarizes the ANOVAs on these measures. The similar patterns of effects on these measures reflects the high degree of intercorrelation among the relevance measures. These intercorrelations are presented in Table 7 in Appendix K.

The overall main effect of Relevance on the relevance-ratings measure revealed that subjects given relevant information rated the information as more relevant than those who received irrelevant information ( $F(1,104)=164.78, p<.01$ ). Table 4 in Appendix J presents the treatment means for the relevance-ratings measure. The main effect of Relevance on the relevance-hire measure indicated that those who had relevant information perceived it as more relevant than those who had irrelevant information ( $F(1,104)=57.58, p<.01$ ). Table 5 in Appendix J presents the treatment means of the relevance-hire measure. The main effect of Relevance on the relevance-interview measure also indicated that subjects who had relevant information recognized it as such ( $F(1,104)=22.12, p<.01$ ). The treatment means for the relevance-interview measure are presented in Table 6 of Appendix J.

Again, other significant main and interaction effects were obtained on the relevance-ratings and relevance-hire measures. The

omega square values of the relevance-ratings measure revealed that 58 percent of the variance was accounted for by the Relevance treatment. None of the other treatments accounted for more than 2 percent of the variance. The omega square values of the relevance-hire measure revealed that 38 percent of the variance was accounted for by the treatment of Relevance. None of the other treatments accounted for more than one percent of the variance.

There was a main effect of Experience on the relevance-ratings measure ( $F(1,104)=3.97, p<.05$ ). The inexperienced subjects gave higher relevance ratings than experienced subjects. There was an Experience  $\times$  Relevance interaction on the measure of relevance-ratings ( $F(1,104)=5.35, p<.05$ ). Examination of the simple main effects indicated that inexperienced subjects gave higher relevance ratings for irrelevant information than did experienced subjects ( $F(1,104)=9.29, p<.01$ ). The difference between these ratings when the information was relevant was not significant ( $F<1$ ). This Experience  $\times$  Relevance interaction was also found on the relevance-hire measure ( $F(1,104)=6.40, p<.01$ ).

Again, inexperienced subjects gave higher relevance ratings for irrelevant information than did experienced subjects ( $F(1,104)=5.54, p<.05$ ). These two groups did not differ on their ratings when the information was relevant ( $F(1,104)=1.49$ ). Thus, inexperienced and experienced subjects differed in their perceptions of the degree of relevance of the irrelevant information.

An analysis of covariance using the three measures of relevance as the covariates was conducted. The purpose of the analysis was to reveal if the differences between inexperienced and experienced sub-

ject's perception of the relevance of the information influenced the judgments made about the job applicants. Table 11 in Appendix M presents a summary of the analyses of covariance with relevance as the covariate for all levels of the independent variables. Table 12 in Appendix M compares the unadjusted and adjusted sums of squares for the measures of Hire and Liking. An examination of the main effects of Experience revealed that the effects of this treatment on all of the dependent measures were minimally changed after relevance was controlled. Thus, any differences between the inexperienced and experienced subject's perceptions of relevance did not influence the ratings.

#### Discriminant Function Analysis

The discriminant analysis serves as a classification technique which distinguishes between two or more groups. This analysis also "explains" the discrimination, that is, it indicates the relative efficacies or weights of the variables used in the discrimination.

The groups to be distinguished were inexperienced and experienced subjects, using the six dependent measures as the discriminating variables. These variables measure characteristics on which the two groups were expected to differ. The analysis revealed that, on the basis of their responses on the six dependent measures, 80.36 percent of the experienced subjects and 67.86 percent of the inexperienced subjects were correctly classified into the groups.

Table 1 presents the standardized discriminant function coefficients for each of the dependent variables. Each coefficient represents the relative contribution of the variable in the discrimination. Thus, the coefficients of Hire, Success and Liking suggest the predominance

of these measures as discriminators between inexperienced and experienced subjects.

TABLE I  
STANDARDIZED DISCRIMINANT FUNCTION COEFFICIENTS  
OF THE DEPENDENT VARIABLES

Dependent Variable	Standardized Coefficient
Hire	-0.52**
Success	-0.32*
Liking	-0.31*
Interview	0.20
Work With	0.19
Co-worker	-0.08

\* $p < .05$

\*\* $p < .01$

Discriminant function analysis amounts to multiple regression analysis when distinguishing only two groups. Since the interpretation of the discriminant coefficients is like that of beta weights in multiple regression analysis, a stepwise multiple regression analysis was conducted in order to determine the predominant discriminators when the intercorrelations among the measures are accounted for. For this analysis, the independent variable of Experience acted as the dependent variable, while the dependent measures acted as the independent variables.

The results of this analysis indicated that of the six measures, only Hire ( $F(2,109)=21.70$ ,  $p < .01$ ) and Liking ( $F(2,109)=3.70$ ,  $p < .05$ ) met the .05 significance level for entry into the model. The stand-

ardized  $B$ -value of Hire was  $-0.41$ , while that of Liking was  $-0.17$ .

Table 7 in Appendix K presents the intercorrelations among the independent variables, manipulation checks and dependent measures. Since the variables of Hire and Success are highly correlated, the Success measure did not contribute significantly to the discrimination. Thus, the discriminant analysis and stepwise multiple regression analysis suggested that the Hire and Liking measures are adequate for describing the inexperienced and experienced groups of subjects.

#### Multivariate Analysis

A  $2 \times 2 \times 2$  MANOVA was performed to test for the effects of Experience, Relevance and Similarity as a function of the interaction of the dependent variables. The Hotelling-Lawley Trace  $F$  values and significance levels for the MANOVA are presented in Table 2. All main effects, except for Relevance, and all interaction effects were shown to be significant sources of variance. These findings supported the univariate analyses of variance in the following section.

#### Univariate Analyses

Separate  $2 \times 2 \times 2$  ANOVAs were performed to test for the effects of the Experience, Relevance and Similarity variables on each of the dependent variables, namely, Co-worker, Work With, Hire, Interview, Liking and Success. Only a brief overview will be provided for all six dependent measures since the discriminant analysis revealed that the measures of Hire and Liking accounted for most of the difference between inexperienced and experienced subjects. More detailed analyses will examine the effects of the independent variables on the Hire and Liking measures in the following sections:

TABLE 2

Summary of Multivariate Analysis of Variance of the Dependent  
Variables by Experience, Relevance and Similarity

Source of variation	df	F
Experience (A)	6,99	8.73***
Relevance (B)	6,99	1.02
Similarity (C)	6,99	4.53**
A X B	6,99	2.89*
A X C	6,99	6.20***
B X C	6,99	3.90*
A X B X C	6,99	3.11*

Note. Note.. Multivariate F-ratios are based on Hotelling-  
Lawley's Trace.

\*p < .01  
\*\*p < .001  
\*\*\*p < .0001

Table 3 presents a summary of the univariate analyses of variance of the dependent measures. Experience had a significant main effect on all six measures. The inexperienced subjects consistently rated the applicant higher than the experienced subjects. Thus, inexperienced subjects were more willing to recommend the applicant for hire and grant him an interview. They also expressed a stronger liking and desire to work with him. Inexperienced subjects also felt he would be more successful and more able to get along with co-workers if hired.

Relevance had a significant main effect on the measure of Hire. Those who had relevant information gave lower recommendations for hire than those who had irrelevant information. Similarity had overall significant main effects on the measures of Liking, Co-Worker and Work With. Similar applicant subjects rated the applicant higher on these measures than dissimilar applicant subjects.

There was a significant Experience x Similarity interaction on the measure of Liking. This interaction suggested that experience is a factor to be considered for the measure of Liking. There were significant Relevance x Similarity interactions on all the measures except Liking. These interactions suggested that the effects of similarity must be considered in conjunction with the relevance of the information. None of the Experience x Relevance interactions were significant. This suggested that the effect of experience on job applicant ratings does not depend on the relevance of the information. However, the three-way interactions of Experience x Relevance x Similarity suggested that the level of similarity is a factor to be considered for certain dependent measures. Three-way interactions were found on the measures of Hire, Success and Co-worker.



TABLE 3

Summary of Analyses of Variance of the Dependent Variables by Experience, Relevance and Similarity

Source of variation	df	Hire MS	Success. MS	F	Liking MS	F
Experience (A)	1	66.04	35.44	26.42**	18.89	19.40**
Relevance (B)	1	7.00	3.94	2.94	0.14	0.15
Similarity (C)	1	2.29	0.44	0.33	20.57	21.12**
A X B	1	0.14	2.58	1.92	2.89	2.97
A X C	1	0.57	0.44	0.33	18.89	19.40**
B X C	1	12.89	10.94	8.15**	0.00	0.00
A X B X C	1	18.89	9.72	7.25**	0.04	0.04
Error	104	1.63	1.34		0.97	

TABLE 3 (continued)

Source of variation	df	MS	Interview F	Work with MS	F	Co-worker MS	F
Experience (A)	1	41.29	13.03**	7.51	7.51**	9.72	9.80**
Relevance (B)	1	2.89	0.91	2.58	2.58	0.72	0.73
Similarity (C)	1	1.75	0.55	9.72	9.73**	7.51	7.57**
A X B	1	9.14	2.89	1.08	1.08	2.58	2.60
A X C	1	11.57	3.65	2.01	2.01	0.01	0.01
B X C	1	34.32	10.83**	10.94	10.95**	12.22	12.32**
A X B X C	1	5.14	1.62	0.72	0.72	5.58	5.62*
Error	104	3.17		0.99		0.99	

\*  $P < .05$ \*\*  $P < .01$

Dependent variable: Hire. The reader will recall from the discriminant function analysis that the measure of recommendation for hire was the best discriminator between inexperienced and experienced interviewers. Thus, the separate and combined effects of the independent variables on this measure were reported in detail.

The significant main effect of Experience on the measure of Hire revealed that inexperienced interviewers were more willing to recommend the applicant for hire than were experienced interviewers ( $F(1,104) = 40.43, p < .01$ ). Table 4 presents the mean Hire ratings for all levels of the independent variables. An overall main effect of Relevance was evident on the Hire measure ( $F(1,104) = 4.29, p < .05$ ). Inspection of the means revealed that those who had relevant information about the applicant were less likely to recommend him for hire than were those who had irrelevant information. The experience of the interviewer and the relevance of the information effected the ratings on this particular measure, while perceived applicant-interviewer similarity did not.

One question raised in the study was whether the effect of similarity varies with the relevance of the information about the applicant. The univariate analyses yielded a significant Relevance x Similarity interaction on the measure of Hire ( $F(1,104) = 7.89, p < .01$ ). Simple effects analysis revealed that similar applicant subjects gave stronger recommendations for hire when the information was irrelevant rather than relevant ( $F(1,104) = 11.91, p < .01$ ). However, those who had a dissimilar applicant did not differ in their Hire ratings between the irrelevant and relevant conditions ( $F(1,104) = 0.68$ ). These findings were replicated on the measures of Success, Co-worker, Work With, and Interview. For these measures, the effect of similarity on the subjects'

TABLE 4  
Mean Hire Ratings by Experience,  
Relevance and Similarity

<u>Experience (Exp)</u>		<u>Relevance (Rel)</u>	<u>Similarity (Sim)</u>
Inexperienced	- 3.82	Irrelevant	- 3.30
Experienced	- 2.29	Relevant	- 2.80
			Dissimilar - 2.91
			Similar - 3.19
<u>Exp X Rel</u>		<u>Exp X Sim</u>	<u>Rel X Sim</u>
	<u>Irrel</u> <u>Rel</u>		<u>Dissim</u> <u>Sim</u>
Inexp	4.11 3.54	Inexp	3.75 3.89
Exp	2.50 2.07	Exp	2.07 2.50
			Irrel <u>Dissim</u> <u>Sim</u>
			Rel 2.82 3.79
			3.00 2.61
<u>Exp X Rel X Sim</u>			
		<u>Inexperienced</u>	<u>Experienced</u>
		<u>Dissim</u> <u>Sim</u>	<u>Dissim</u> <u>Sim</u>
Irrel		3.29 4.93	2.36 2.64
Rel		4.21 2.86	1.79 2.36

Direction of Rating: The higher the mean score, the stronger the recommendation for hiring.

ratings did vary with the relevance of the applicant information.

A question raised in the research was whether the effect of similarity and relevance varies with the level of experience of the interviewer. This overall objective of the study led to an examination of the significant three-way interaction on the measure of Hire ( $F(1,104) = 11.57, p < .01$ ). This interaction was examined as two two-way interactions of Relevance x Similarity for each level of Experience. Figure 1 presents the mean Hire ratings for the Relevance x Similarity interactions by inexperienced and experienced interviewers. The interaction for inexperienced interviewers was significant ( $F(1,104) = 19.29, p < .01$ ), while that for experienced interviewers was not significant ( $F < 1$ ).

Examination of the significant interaction for inexperienced interviewers revealed that the similar applicant subjects gave higher recommendations for hire than dissimilar applicant subjects in the irrelevant information condition ( $F(1,104) = 11.57, p < .01$ ). In the relevant information condition the reverse was found - dissimilar applicant subjects gave higher recommendations for hire than similar applicant subjects ( $F(1,104) = 7.89, p < .01$ ). A strikingly high degree of similar patterns were found on the measure of Success and Co-worker. These three-way interactions revealed that the relevance of the information had opposite effects depending on whether the applicant was similar or dissimilar to the inexperienced interviewer.

Generally, in the interpretation of a three-way interaction, the nonsignificant two-way interaction receives little attention. Due to the fact that the research was also concerned with the judgments of experienced interviewers, this interaction was examined. Figure 1

indicated nonsignificant differences between similar and dissimilar applicant subjects' ratings in both the irrelevant and relevant information conditions. These nonsignificant results were also evident on the Success and Co-worker measures."

Another question raised in the study was whether the relevance of the information had a greater effect on the ratings of inexperienced than experienced interviewers. Earlier it was noted that none of the Experience  $\times$  Relevance interactions were statistically significant. This suggested that the effect of experience on judgments does not depend on the relevance of the information. However, the three-way interaction on the Hire measure suggested that the level of similarity was a factor to be considered.

The three-way interaction on the measure of Hire was re-examined as two two-way Experience  $\times$  Relevance interactions for each level of Similarity. Figure 2 presents the mean Hire ratings for the Experience  $\times$  Relevance interactions by the dissimilar and similar applicant conditions. The interaction for the dissimilar applicant condition was significant ( $F(1,104)=4.83, p<.05$ ). The interaction for the similar applicant condition was also significant ( $F(1,104)=6.85, p<.05$ ). Examination of the simple, simple main effects for the dissimilar applicant condition revealed that inexperienced interviewers gave somewhat stronger recommendations for hire when the information was irrelevant rather than relevant ( $F(1,104)=3.69, p<.10$ ). However, experienced interviewers did not differ significantly in their Hire ratings between these two conditions ( $F(1,104)=1.40$ ). It was also found that inexperienced interviewers gave significantly stronger recommendations for hire than experienced interviewers when the information was relevant ( $F(1,104)=25.33, p<.01$ ). However, these two groups did not differ in their ratings when the information was irrelevant

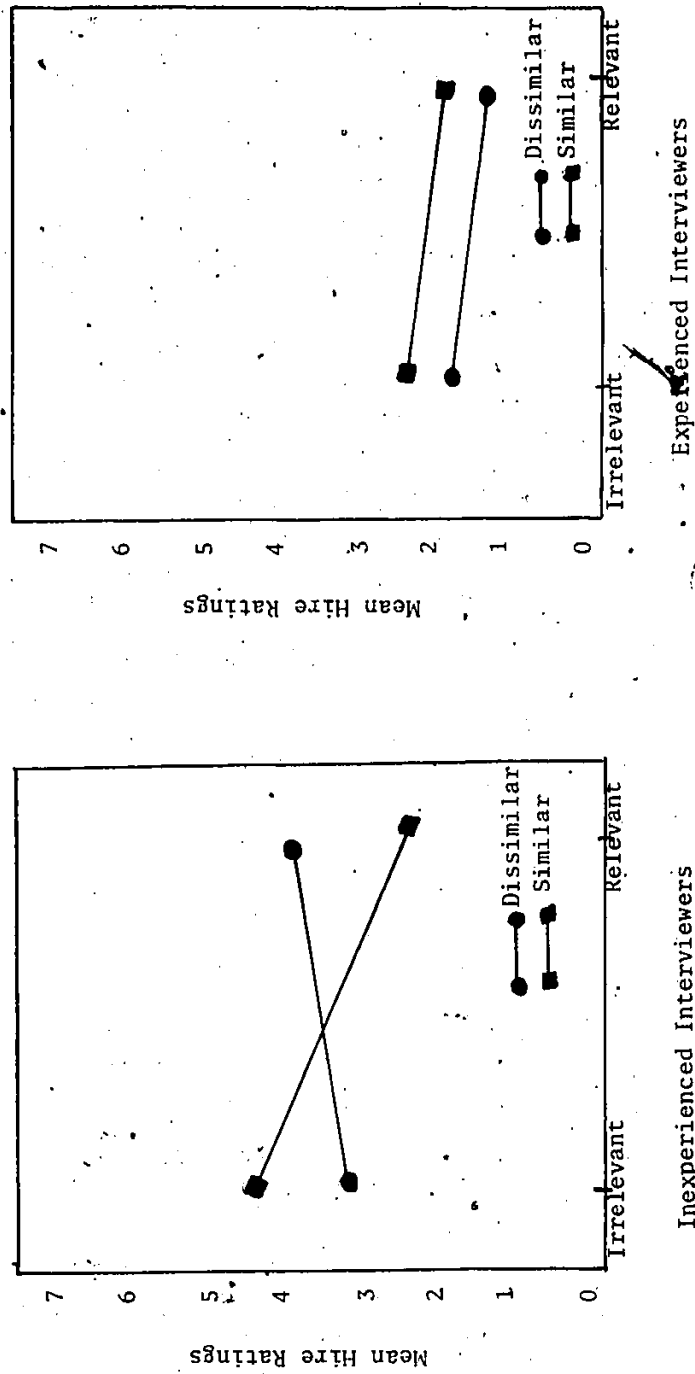


Figure 1. Mean hire ratings for relevance and similarity by inexperienced and experienced interviewers.

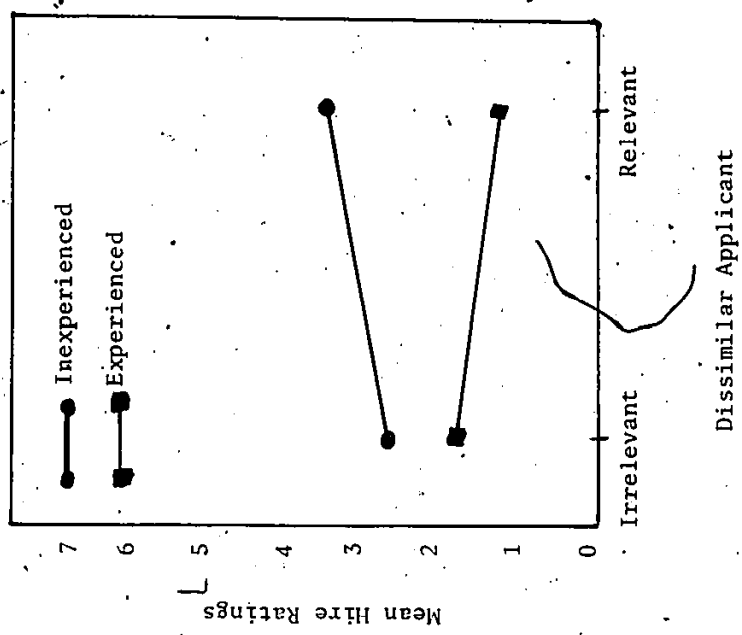
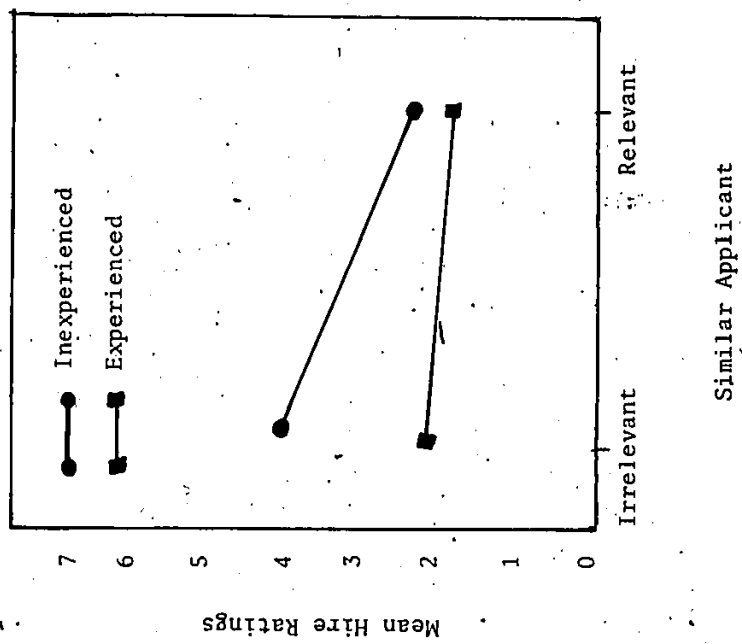


Figure 2. Mean hire ratings for relevance and experience by dissimilar and similar applicant conditions.



( $F(1,104)=3.71$ ). Since this  $F$ -ratio was of borderline significance ( $p<.10$ ), it was suggested that there was a tendency for inexperienced interviewers to give higher recommendations for hire than experienced interviewers in this condition.

Examination of the similar applicant condition interaction revealed that inexperienced interviewers gave stronger recommendations for hire when the information was irrelevant rather than relevant ( $F(1,104)=18.43$ ,  $p<.01$ ). However, experienced interviewers did not differ in their recommendation for hire ratings between the relevant and irrelevant information conditions ( $F<1$ ). It was also noted that inexperienced interviewers gave stronger recommendations for hire than experienced interviewers when the information was irrelevant ( $F(1,104)=22.44$ ,  $p<.01$ ). However, inexperienced and experienced did not differ in their recommendation for hire ratings when the information was relevant ( $F(1,104)=1.08$ ). The treatment combination of Relevance x Similarity did not appear to effect the experienced interviewers' recommendation for hire ratings. Inexperienced interviewers' ratings in both the dissimilar and similar applicant conditions seemed to be influenced by the relevance of the applicant information. This finding was replicated on the Success and Co-worker measures.

Dependent variable: Liking. The reader will recall from the step-wise multiple regression analysis that the measure of Liking was the second best discriminator between inexperienced and experienced interviewers. Thus, the separate and combined effects of the independent variables on this measure were examined in detail.

There was an overall main effect of Experience on the Liking measure ( $F(1,104)=19.40$ ,  $p<.01$ ). Table 5 presents the mean Liking ratings for all levels of the independent variables. Inspection of the means revealed that inexperienced interviewers liked the applicant more than experienced inter-

TABLE 5

Mean Liking Ratings by Experience, Relevance and Similarity

<u>Experience (Exp)</u>	<u>Relevance (Rel)</u>	<u>Similarity (Sim)</u>
Inexperienced - 4.52	Irrelevant - 4.14	Dissimilar - 3.68
Experienced - 3.69	Relevant - 4.07	Similar - 4.54

<u>Exp X Rel</u>	<u>Exp X Sim</u>	<u>Rel X Sim</u>																											
<table><tr><th></th><th><u>Irrel</u></th><th><u>Rel</u></th></tr><tr><td>Inexp</td><td>4.71</td><td>4.32</td></tr><tr><td>Exp</td><td>3.57</td><td>3.82</td></tr></table>		<u>Irrel</u>	<u>Rel</u>	Inexp	4.71	4.32	Exp	3.57	3.82	<table><tr><th></th><th><u>Dissim</u></th><th><u>Sim</u></th></tr><tr><td>Inexp</td><td>3.68</td><td>5.36</td></tr><tr><td>Exp</td><td>3.68</td><td>3.71</td></tr></table>		<u>Dissim</u>	<u>Sim</u>	Inexp	3.68	5.36	Exp	3.68	3.71	<table><tr><th></th><th><u>Dissim</u></th><th><u>Sim</u></th></tr><tr><td>Irrel</td><td>3.71</td><td>4.57</td></tr><tr><td>Rel</td><td>3.64</td><td>4.50</td></tr></table>		<u>Dissim</u>	<u>Sim</u>	Irrel	3.71	4.57	Rel	3.64	4.50
	<u>Irrel</u>	<u>Rel</u>																											
Inexp	4.71	4.32																											
Exp	3.57	3.82																											
	<u>Dissim</u>	<u>Sim</u>																											
Inexp	3.68	5.36																											
Exp	3.68	3.71																											
	<u>Dissim</u>	<u>Sim</u>																											
Irrel	3.71	4.57																											
Rel	3.64	4.50																											

<u>Exp X Rel X Sim</u>				
	Inexperienced		Experienced	
	<u>Dissim</u>	<u>Sim</u>	<u>Dissim</u>	<u>Sim</u>
Irrel	3.86	5.57	3.57	3.57
Rel	3.50	5.14	3.79	3.86

Direction of Rating: The higher the mean score, the stronger the liking for the applicants.

viewers did. An examination of the main effect of Similarity was to test the proposal that people like those who are similar to themselves. There was an overall main effect of Similarity on the Liking measure ( $F(1,104) = 21.12, p < .01$ ). Those who evaluated a similar applicant indicated a stronger liking for him than those who evaluated a dissimilar applicant. Similar applicants were also rated higher than dissimilar applicants on the Co-worker and Work With measures.

A question raised in this study was whether similarity had a greater effect on the judgments made by inexperienced than experienced interviewers. The Experience  $\times$  Similarity interaction on the measure of Liking was significant ( $F(1,104) = 19.40, p < .01$ ). Figure 3 presents the mean Liking ratings of the Experience  $\times$  Similarity interaction. Examination of the simple main effects revealed that inexperienced interviewers liked the similar applicant more than the dissimilar applicant ( $F(1,104) = 38.79, p < .01$ ). On the other hand, experienced interviewers did not like the similar applicant more than the dissimilar applicant ( $F < 1$ ). Furthermore, when the applicant was similar the inexperienced interviewers liked the applicant more than the experienced interviewers did ( $F(1,104) = 40.49, p < .01$ ). However, inexperienced and experienced interviewers did not differ significantly in their ratings of Liking when the applicant was dissimilar ( $F < 1$ ). It appeared that the inexperienced interviewers' liking of the applicant was affected by the degree of applicant-interviewer similarity, while experienced interviewers' ratings of Liking were not affected by the level of similarity.

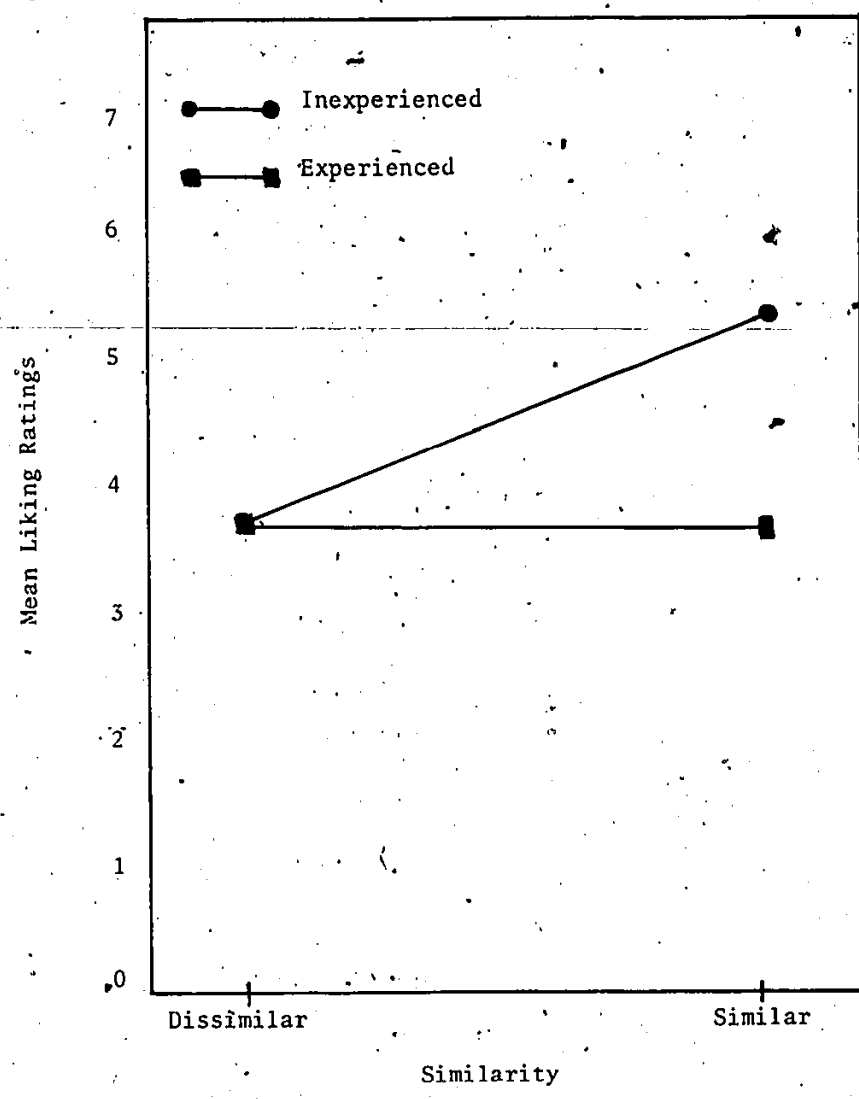


Figure 3. Mean liking ratings by similarity and experience.

Mediating Variable: Liking

Since this study was concerned with applicant-interviewer similarity, the role of liking was examined. The basic question posed was: Does the liking for the applicant influence the interviewer's judgments about the applicant? Table 7 in Appendix K presents the intercorrelations among the independent variables, manipulation checks and dependent measures. Examination of the correlations between the measure of Liking and the dependent measures revealed that Liking was positively and significantly correlated with each of the other dependent measures. The results suggested that the liking for the applicant influenced the interviewer's judgments. Since the major aim of the study was to determine if interviewer experience influences judgments, the intercorrelations among Liking and the dependent measures were examined for each level of experience (see Table 14 in Appendix N). Liking was significantly and positively correlated with each of the dependent measures for experienced interviewers, but Liking was only significantly correlated with the Work With measure for inexperienced interviewers. Liking appears to have differential effects for inexperienced and experienced interviewers.

The above findings led to an analysis of covariance using the measure of Liking as the covariate. Analysis of covariance is a statistical method for removing potential sources of uncontrolled variance in the experiment. Thus, covariance analysis attempts to equate the treatment groups on the covariate. The purpose of this analysis was to determine if liking mediates the effects of experience, relevance and similarity on the interview ratings. Table 6 presents a summary of the analyses of covariance using liking as the covariate for all levels of the inde-

TABLE 6

Summary of Analyses of Covariance by Experience, Relevance and Similarity: Liking as Covariate

Source of variation	df	Hire		Success		Interview	
		MS	F	MS	F	MS	F
Experience (A)	1	32.79	22.41**	17.68	14.07**	7.27	2.83
Relevance (B)	1	6.15	4.20*	3.47	2.76	1.95	0.76
Similarity (C)	1	0.17	0.12	0.49	0.39	4.46	1.74
A X B	1	0.13	0.09	4.47	3.56	18.73	7.30**
A X C	1	5.89	4.03*	3.34	2.78	40.01	15.59**
B X C	1	12.89	8.81**	10.94	8.71**	34.32	13.37**
A X B X C	1	18.18	12.42**	9.35	7.44**	4.48	1.74
Liking	1	19.11	13.06**	10.11	8.05**	65.23	25.42**
Error	103	1.46		1.26		2.57	

TABLE 6 (continued)

Source of variation	df	Work with MS	F	Co-worker MS	F
Experience (A)	1	0.65	0.79	2.98	3.23
Relevance (B)	1	2.08	2.51	0.55	0.60
Similarity (C)	1	1.15	1.39	1.74	1.89
A X B	1	0.09	0.11	1.22	1.33
A X C	1	0.17	0.20	1.10	1.20
B X C	1	10.94	13.20**	12.22	13.25**
A X B X C	1	0.59	0.71	5.33	5.78*
Liking	1	18.56	22.39**	8.22	8.91**
Error	103	0.83		0.92	

\*\*  $p < .05$ \*\*  $p < .01$

pendent variables. Table 7 compares the unadjusted and adjusted sums of squares for the measures of Hire and Interview.

The overall main effect of Experience on the measures of Hire and Success indicated that inexperienced interviewers continued to rate applicants higher on these measures than experienced interviewers after liking was controlled. Table 8 presents the least squares means of the measure of Hire for all levels of the independent variables. Table 9 presents the omega square values from the ANOVAs and analyses of covariance for the Hire and Success measures. A comparison of these values revealed that liking had minimal effects on these measures.

Some of the previously significant main effects were nonsignificant in this analysis of covariance. The nonsignificant main effect of Experience on the Interview, Co-worker and Work With measures indicated that liking was an important factor on the interviewers' evaluations on these measures. The loss of the significant main effect of Similarity on the Work With and Co-worker measures suggested that liking and similarity were somewhat interdependent on these measures.

Significant interactions appeared in the analyses of covariance that were previously not significant. There was an Experience x Similarity interaction on the measure of Hire ( $F(1,103)=4.03, p<.05$ ). Examination of the interaction revealed that neither the inexperienced interviewers differed in their Hire ratings between the dissimilar and similar applicant conditions ( $F(1,103)=3.13$ ), nor the experienced interviewers ( $F(1,103)=1.76$ ). However, it was noted that inexperienced interviewers gave stronger recommendations for hire than experienced interviewers for the similar applicant ( $F(1,104)=4.41, p<.05$ ). This was also found for the dissimilar applicant ( $F(1,104)=27.01, p<.01$ ). Inspection of the least squares means revealed that the difference between the ratings of the inexperienced and experienced inter-



TABLE 7

Unadjusted and Adjusted Sums of Squares for Hire and Interview Ratings  
by Experience, Relevance and Similarity: Liking as Covariate

Source of variation	Hire		Interview	
	Unadjusted SS	Adjusted SS	Unadjusted SS	Adjusted SS
Experience (A)	66.04	32.79	41.29	7.27
Relevance (B)	7.00	6.15	2.89	1.95
Similarity (C)	2.29	0.17	1.75	4.46
A X B	0.14	0.13	9.14	18.73
A X C	0.57	5.89	11.57	40.01
B X C	12.89	12.89	34.32	34.32
A X B X C	18.89	18.18	5.14	4.48
Liking	-	19.11	-	65.23
Error	169.86	150.74	329.57	264.34
Total	277.68	277.68	435.68	435.68

TABLE 8

Least Squares Mean Hire Ratings by Experience,  
Relevance and Similarity: Liking as Covariate

<u>Experience (Exp)</u>		<u>Relevance (Rel)</u>	<u>Similarity (Sim)</u>
Inexperienced	- 3.64	Irrelevant - 3.29	Dissimilar - 3.09
Experienced	- 2.46	Relevant - 2.82	Similar - 3.01

<u>Exp X Rel</u>		<u>Exp X Sim</u>	<u>Rel X Sim</u>
	<u>Irrel</u> <u>Rel</u>		<u>Dissim</u> <u>Sim</u>
Inexp	3.84   3.44	Inexp	3.94   3.35
Exp	2.73   2.19	Exp	2.26   2.67

<u>Exp X Rel X Sim</u>			
		<u>Inexperienced</u>	<u>Experienced</u>
	<u>Irrel</u>	<u>Dissim</u> <u>Sim</u>	<u>Dissim</u> <u>Sim</u>
	Rel	3.39   4.29	2.59   2.88
		4.48   2.41	1.93   2.47

Direction of Rating: The higher the least squares mean score, the stronger the recommendations for hire.

TABLE 9

Omega Square Values for Hire and Success Ratings by  
Experience, Relevance and Similarity: Liking as Covariate

Source of variation	Hire		Success	
	ANOVA omega	Covariance omega	ANOVA omega	Covariance omega
Experience (A)	24%	13%	18%	13%
Relevance (B)	2	4	2	3
Similarity (C)	1	1	0	0
A X B	0	1	1	2
A X C	0	3	0	1
B X C	5	5	6	6
A X B X C	7	8	4	4
Liking	-	9	-	6
Error	61	56	69	65
Total	100%	100%	100%	100%

viewers was of a greater magnitude when the applicant was dissimilar than similar. Thus, when differences in liking were controlled, inexperienced interviewers appeared to be influenced more by similarity on the Hire measure than experienced interviewers.

The Interview rating was also examined in detail. A comparison of the treatment effects between the ANOVA and the analysis of covariance revealed that the measure of Interview underwent the most change when liking was controlled. As previously mentioned, there was a nonsignificant main effect of Experience on the Interview measure ( $F(1,103) = 2.83$ ). Table 10 presents the least squares means for the measure of Interview. Thus, when liking was accounted for, inexperienced and experienced interviewers no longer differed significantly in their ratings on this measure. Table 11 presents the omega square values from the ANOVA and analysis of covariance for the Interview measure. The results suggest that liking had a strong effect on the Interview measure as the majority of the variance of the Interview measure was accounted for by liking.

The Experience x Similarity interaction on the Interview measure indicated that inexperienced interviewers gave higher Interview ratings for dissimilar than similar applicants ( $F(1,103) = 16.68, p < .01$ ). Conversely, experienced interviewers tended to give higher Interview ratings for similar than dissimilar applicants ( $F(1,103) = 4.00, p < .05$ ). Notable also was the finding that inexperienced interviewers gave higher ratings than experienced interviewers when the applicant was dissimilar ( $F(1,103) = 18.79, p < .01$ ). Inexperienced and experienced interviewers did not differ significantly on their Interview ratings when the applicant was similar ( $F(1,103) = 3.07$ ).

TABLE 10

Least Squares Mean Interview Ratings by Experience,  
Relevance and Similarity: Liking as Covariate

<u>Experience (Exp)</u>	<u>Relevance (Rel)</u>	<u>Similarity (Sim)</u>
Inexperienced - 4.58	Irrelevant - 4.44	Dissimilar - 4.52
Experienced - 4.02	Relevant - 4.17	Similar - 4.08

<u>Exp X Rel</u>	<u>Exp X Sim</u>	<u>Rel X Sim</u>																											
<table><tr><td></td><td><u>Irrel</u></td><td><u>Rel</u></td></tr><tr><td>Inexp</td><td>4.29</td><td>4.86</td></tr><tr><td>Exp</td><td>4.57</td><td>3.47</td></tr></table>		<u>Irrel</u>	<u>Rel</u>	Inexp	4.29	4.86	Exp	4.57	3.47	<table><tr><td></td><td><u>Dissim</u></td><td><u>Sim</u></td></tr><tr><td>Inexp</td><td>5.45</td><td>3.71</td></tr><tr><td>Exp</td><td>3.59</td><td>4.46</td></tr></table>		<u>Dissim</u>	<u>Sim</u>	Inexp	5.45	3.71	Exp	3.59	4.46	<table><tr><td></td><td><u>Dissim</u></td><td><u>Sim</u></td></tr><tr><td>Irrel</td><td>4.10</td><td>4.77</td></tr><tr><td>Rel</td><td>4.94</td><td>3.39</td></tr></table>		<u>Dissim</u>	<u>Sim</u>	Irrel	4.10	4.77	Rel	4.94	3.39
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<u>Exp X Rel X Sim</u>						
Inexperienced			Experienced			
	<u>Irrel</u>	<u>Rel</u>	<u>Dissim</u>	<u>Sim</u>	<u>Dissim</u>	<u>Sim</u>
			4.41	4.18	3.79	5.36
			6.49	3.24	3.40	3.55

Direction of Rating: The higher the least squares mean score, the stronger the desire to interview the applicant.

TABLE 11

Omega Square Values for Interview Ratings by Experience,  
Relevance and Similarity: Liking as Covariate

Source of variation	ANOVA omega	Covariance omega
Experience (A)	10%	1%
Relevance (B)	0	0
Similarity (C)	0	1
A X B	3	4
A X C	3	10
B X C	8	8
A X B X C	1	1
Liking	-	14
Error	75	61
Total	100%	100%

There was also an Experience x Relevance interaction on the Interview measure ( $F(1,103)=15.59, p<.01$ ). When the information was relevant, inexperienced interviewers gave higher Interview ratings than experienced interviewers ( $F(1,103)=10.57, p<.01$ ). When the information was irrelevant, inexperienced and experienced interviewers did not differ significantly in their Interview ratings ( $F<1$ ).

In summary, the analyses of covariance revealed that liking does mediate the effects of experience, relevance and similarity on interviewers' evaluations. The covariance analyses also revealed that the effect of liking varies with the kind of judgments made about the applicant. Liking for the applicant served as an important factor on those measures that have an affective connotation (i.e., Work With), whereas liking was of lesser importance on the measures that implied competence and suitability for the job (i.e., Hire and Success).

Liking for the applicant was also examined as to whether it was a consequence of the applicant-interviewer similarity. The reader will recall from the ANOVAs the Experience x Similarity interaction on the measure of Liking. The result suggested that liking of the applicant, as a consequence of the degree of applicant-interviewer similarity, depended on the experience of the interviewer.

#### Mediating Variable: Self-Confidence

This study was also concerned with the role of self-confidence in making evaluations about job applicants. The basic question was whether the interviewer's level of self-confidence influences the judgments made about the job applicant. Table 8 in Appendix L summarizes the analysis of variance of Confidence for all levels of the independent variables.

There were no main or interaction treatment effects on the measure of Confidence. Contrary to expectations, experienced and inexperienced interviewers did not differ significantly in their mean ratings of Confidence (4.18 versus 4.55).

Table 12 presents the intercorrelations between the measure of Confidence and the demographic and dependent variables for experienced and inexperienced interviewers. The correlations between Confidence and the measures of Co-worker, Work With, Success and Liking were statistically significant for the inexperienced and experienced interviewers. A pattern was revealed within each group of interviewers. There were negative correlations between self-confidence and the dependent measures for experienced interviewers, and positive correlations for the inexperienced interviewers on all dependent measures except Liking.

Additional analyses involved whether the level of self-confidence mediates the effects of experience, relevance and similarity on the evaluations. An analysis of covariance was conducted using the measure of Confidence as the covariate. Table 9 in Appendix L presents a summary of the analyses of covariance with Confidence as the covariate. In order to determine if the effects of experience, relevance and similarity are unchanged after controlling for Confidence, the sums of squares for the ANOVA and analysis of covariance are compared. Table 10 in Appendix L presents the unadjusted and adjusted sums of squares of the measures of Hire and Liking. A comparison of these sums of squares, and the lack of significant F-ratios in the covariance analyses, revealed that self-confidence was not a source of uncontrolled variance that effected the results.



TABLE 12  
 Intercorrelations Among Confidence, Demographic and Dependent  
 Variables for Inexperienced and Experienced Interviewers

Variables	Inexperienced interviewers	Experienced interviewers
Age	.02	.05
Post-secondary education	-.23**	.04
Yrs. interviewing experience	.00	.03
Average no. interviews	.00	.00
Co-worker <sup>a</sup>	.25**	-.19*
Work with <sup>a</sup>	.24**	-.20*
Success <sup>a</sup>	.26**	-.21*
Hire	.18	-.11
Interview	.13	-.08
Liking	-.25**	-.20*

\*  $p < .10$  (one-tailed test)

\*\*  $p < .05$

Note. <sup>a</sup> Inexperienced and experienced interviewers differ significantly ( $p < .05$ , one-tailed test).

Also of interest in this study was whether the interviewers' level of self-confidence was a function of their experience in making selection decisions. Table 7 in Appendix K contains the correlation between the Years of Interviewing Experience and Confidence for all interviewers. This correlation was not statistically significant ( $r = -.06$ ). The correlation between Experience and Confidence for the experienced interviewers was also not significant ( $r = .03$ ). However, it was noted that Years of Interviewing Experience was significantly correlated ( $p < .05$ ) with the dependent measures of Work With ( $r = -.26$ ), Success ( $r = -.23$ ), Hire ( $r = -.22$ ) and Interview ( $r = -.25$ ). As the experienced interviewer increased in his number of years of interviewing experience, his ratings of the applicant on these measures decreased.

#### Secondary Analyses

The age differences between the inexperienced and experienced interviewers were examined in order to determine if differences in age accounted for the results rather than differences in experience. Table 13 in Appendix N presents the means and standard deviations of the inexperienced and experienced interviewers on the measures of Age and Post-Secondary Education. There was a significant difference between the ages of the two groups of interviewers. Inspection of the means revealed that the experienced interviewers were, on the average, older than the inexperienced interviewers.

Further analysis examined the intercorrelations among age and the dependent measures. Table 14 in Appendix N presents the matrix of intercorrelations among Age and the dependent variables for the inexperienced and experienced interviewers. It was evidenced that age did

not correlate significantly with the dependent measures for either the inexperienced or experienced interviewers.

The secondary analyses also examined the degree of consistency of the ratings made within the groups of inexperienced and experienced interviewers. Table 15 in Appendix O presents the means and standard deviations of these ratings. Comparison of the size of the standard deviations suggest a somewhat greater consistency among the experienced interviewers than inexperienced interviewers on all the measures except Interview. On the Liking measure, the standard deviation appeared to be larger for the inexperienced than experienced interviewers.

## CHAPTER IV

### DISCUSSION

The focal concern of this study is on the objectivity of the employment interview. The adequacy of the decisions made in the interview, and the requirements of reliability and validity, depend on the objectivity of the information processing of the interviewer. Any kind of bias on the part of the interviewer is likely to lessen the quality of the decisions made.

This study examined the effects of similarity-induced bias on interviewer judgments about job applicants. Also examined was whether the effects of similarity bias vary as a function of the relevance of the similarity to the selection situation. Since experience in interviewing is presumed to be an enhancer of objectivity, the higher level of objectivity associated with experienced than inexperienced interviewers should be apparent in terms of a lesser influence of similarity bias on selection decision making.

#### Experience and Interviewer Bias

The overall objective of the study was to examine the factors influencing any differences between inexperienced and experienced interviewers in their evaluative judgments of job applicants. It was found that inexperienced and experienced interviewers reacted differently to simi-

ilarity and relevance, therefore, the above objectives will be discussed separately for each interviewer group.

Also of major importance was whether the effect of experience, relevance and similarity differed with the kind of judgments made. It was found that the best discriminators of inexperienced and experienced interviewers were the recommendation for hire and liking for the applicant measures. The former measure reflects a judgment about the applicant's competence or suitability for the job, while the latter reflects an affective judgment about the candidate.

Two assumptions underlying this study include the belief that biographical similarity has a biasing effect on the ratings made about job applicants, and that, the effect of biographical similarity varies as a function of its relevance to the selection situation. First, inexperienced interviewers did exhibit a bias as a result of perceived similarity with the applicant. This bias in favour of the similar applicant was evident on the measure of Liking. This is consistent with Byrne's (1971) hypothesis that similarity leads to attraction.

The effect of similarity was found to vary as a function of its relevance to the specific job for the inexperienced interviewers. This was evidenced by the inexperienced interviewers rating the dissimilar applicant more favourably on the measures of Hire, Success and Co-worker than the similar applicant when the information was relevant. Although the similar applicant was liked more than the dissimilar applicant, this attraction apparently did not lead to positive evaluations of similar applicants on the competence measures. Perhaps the experimental manipulations served to make the dissimilar, relevant applicant somewhat more

qualified than the similar, relevant applicant for the job. The majority of the inexperienced interviewers had little or no occupational references, and few had full-time work experience. The relevant information applicant description contained items dealing with work experience and occupational references. Thus, the dissimilar applicant more often than not possessed more work experience, etc. than the similar applicant. The inexperienced interviewer seemed to perceive the dissimilar applicant as more competent and suitable for the job.

The similar applicant was rated more favourably than the dissimilar applicant on the measures of Hire, Success and Co-worker when the information was irrelevant. It seems that without relevant predictors on which to judge the applicant, the inexperienced interviewer relied upon similarity with the applicant to make their judgments. Since a mirror image of these evaluations occurred when the information was relevant, it is suggested that ensuring that the interviewer receives relevant information mitigates the effects of similarity bias.

Finally, in regards to inexperienced interviewers, there was support for Byrne's (1971) hypothesis that the relevance of the similarity to the specific situation does not effect attraction. The relevance of the biographical similarity did not appear to alter the inexperienced interviewers' liking for the applicant, but relevance did influence the ratings of competence.

Unlike the inexperienced interviewers, experienced interviewers were not attracted more to similar than dissimilar applicants. Similarity did appear to have a greater effect on the ratings of inexperienced than experienced interviewers, but only on the affective measure of liking. Con-

sistent with the inexperienced interviewers, similarity did not reduce the objectivity of the evaluations made about the applicant as to his suitability for the job. In general, similarity did not seem to have a biasing effect on the judgments made about applicants by the experienced interviewers.

In addition, the relevance of the biographical similarity did not appear to influence the ratings of the experienced interviewers. The implication of this result is that since similarity, per se, does not seem to influence the ratings in the first place, whether or not the similarity is relevant is inconsequential. Thus, the combination of the relevance and similarity factors did not influence either the competence or affective judgments made by experienced interviewers.

An important finding was that the experienced interviewers' liking for the applicant was positively associated with their decisions as to his suitability for the job. This was surprising as the association between liking and competence evaluations was not characteristic for inexperienced interviewers. The liking for the applicant does not appear to be a consequence of perceived similarity with the applicant. The possible sources of this liking will be discussed in the following section. What remains to be resolved is whether liking, and its apparent influence on selection-related evaluations, is necessarily a source of bias that reduces the validity of the interview.

Michaels (1980) argues that there are proven interviewing techniques that can significantly improve the accuracy of the hiring process. He suggests that one criteria for reducing erroneous hiring decisions is to hire not only the individual who is qualified, but whom the interviewer also truly likes. Whether this attraction-evaluation relationship

does actually improve both reliability and validity of the interview technique requires further research. If liking does improve prediction, follow-up research is needed to explain how liking improves the selection decisions, i.e., what are the mechanisms involved?

Only when the effects of liking were controlled in the analyses of covariance did it appear that experienced interviewers were affected by biographical similarity. Experienced interviewers were more likely to invite a similar than dissimilar applicant to an interview. No simple explanation for this finding is self-evident. Perhaps an explanation lies with an extension of the similar-to-me effect. The interview invitation ratings of experienced interviewers may reflect a "similar-to-competent-me" effect.

This study was primarily concerned with the assumption that experience in interviewing improves the objectivity of the interview. Any such beneficial effects of experience should lead to a reduction in interviewer bias. It appears that experienced interviewers' affective and competence judgments were not influenced by a similarity-induced bias. Inexperienced interviewers seemed to be influenced by similarity bias on their competence ratings, but only when the applicant information was irrelevant.

The present results are somewhat inconsistent with those of previous studies that supported the hypothesis that similarity influences decision making in the employment context. Similarity bias has minimal predictive validity as a criterion for job success and is a source of low objectivity in interviews (Cascio, 1978). Since this bias was not apparent for experienced interviewers, it is suggested that they were fairly objective when making their judgments about the candidate.



Thus, the assumption that experience in interviewing serves to increase objectivity received empirical support.

Inexperienced interviewers seemed to be as objective as experienced interviewers when provided with relevant applicant information. The nature of the relationship between similarity and attraction in the selection situation appears to be more complex than suggested in prior research. Inexperienced interviewers liked similar applicants more than dissimilar applicants, but this attraction did not lead to favourable competence judgments when the information was relevant. The inexperienced interviewers seemed to have examined the applicant information for its possible relevance to the job, and made a comparison of the applicant's data with their own biographical characteristics. When comparing the judgments made by inexperienced and experienced interviewers, it seems that both interviewing experience and having relevant applicant information are important factors of interview objectivity.

In summary, support for Byrne's (1971) similarity-attraction theory varied with the level of experience and the type of judgment made. Results consistent with this theory were found for inexperienced interviewers only. Similarity with the applicant was associated with the affective ratings but not the competence ratings. Also contrary to the similarity-attraction theory, the effects of similarity varied with the relevance of the applicant information and the type of judgment. The inexperienced interviewers judged similar applicants as less qualified for the job than dissimilar applicants when the information was relevant. The opposite was found when the information was irrelevant.

#### Role of Liking

Since this study was concerned with applicant-interviewer similarity,

the role of liking was examined. Byrne's (1971) theory posits that similarity leads to liking, and this liking leads to positive evaluations on other types of criteria. In this research, a number of questions were raised regarding the effects of liking, and whether liking has an effect apart from similarity. This study examined whether liking of the applicant influenced other judgments and whether the effect of liking varied with the kind of judgments made. Since the role of liking differed for inexperienced and experienced interviewers, the findings will be discussed separately.

Consistent with previous research, experienced interviewers' ratings of liking for the applicant were associated with their evaluations about him as a candidate for the job (Latham et al., 1975; Rand and Wexley, 1975). Liking was associated with the ratings on both the affective and competence measures. As one would expect, when liking was accounted for, it was also found that liking effected the affective measures more than the competence measures. However, the liking for the applicant did not appear to be a consequence of the perceived similarity with the applicant in the present study. Byrne's theory of the similarity-attraction relationship cannot adequately account for this liking. A number of explanations are discussed in an attempt to identify the source of attraction to the applicant.

Festinger's theory of social comparison processes, expanded upon by Byrne (1971), is one possible explanation for the attraction-evaluation relationship. The social validation notion in Festinger's theory proposes that one uses others as a standard to evaluate oneself. In the context of biographical similarity, the interviewer would validate his life style and processes on the basis of his similarity with the applicant.

) Social validation is rewarding and leads to liking. However, it is possible that the interviewer uses himself as the standard on which to evaluate the applicant. If this interpretation in the interview situation is valid, it would be necessary to modify the social validation theory in order to account for liking. The use of self as validator of the applicant may possibly effect liking but this needs to be investigated.

Researchers of social validation theory have reported that individuals high in self-esteem or self-confidence are generally unreceptive to opportunities for social approval (cf. Berscheid and Walster, 1978). The positive reinforcement and subsequent liking of a similar other is much more evident for those low in self-confidence. In the present study, both inexperienced and experienced interviewers had somewhat high levels of self-confidence. For both groups, increasing levels of self-confidence were negatively associated with liking for the applicant, thereby supporting social validation theory.

An alternative explanation is that the source of the liking for the applicant may lie with the interviewers' knowledge that he may have to work with the applicant. In the present study, as in others, the ratings of liking and working with the applicant are moderately correlated (Keenan, 1977; Daly et al., 1979). However, the simulation task and use of bogus job applicants indicates that interviewers would not expect to work with the applicant. This interpretation of liking, that deals with the anticipation of interacting with the applicant, does not readily apply to this investigation.

Another possibility as to the source of the attraction to the job applicant is based on an information processing approach (Ajzen, 1974). According to this view, attraction is not influenced by the similarity

of the information. This study seemingly supports this contention. However, this approach claims that attraction is influenced by the favourability of the attributes of the other person (Tesser, 1969; McLaughlin, 1970). In this investigation, the potential effect of the favourability of the applicant information was examined in a pretest. It was found that favourability was not confounded with similarity, thus this approach may not be a plausible explanation of the basis of liking.

The question about the direction of causality of the attraction-evaluation relationship gives a possible explanation for the causal status of liking. It has been found that liking exerts a biasing influence on the judgments of a candidate's job suitability (Latham et al., 1975). Conversely, interviewers may like candidates because they gave them good evaluations on other measures. It is possible that this effect occurred to some extent, as other variables known to influence interpersonal attraction, besides similarity, were controlled in this study (cf. Berscheid and Walster, 1978).

It is important to note that the association between attraction and evaluation may not be a simple, cause-effect relationship. The relationship may operate through other additional variables. For example, interviewers may have been assessing candidates on the extent to which their qualities matched the job description. When they read about an applicant who fitted the job description, they liked him because of this and gave him positive evaluations on the competence measures. Although plausible suggestions can be made, a viable answer to the source of liking awaits further research.

A common stereotype of the interviewer is that of the observer who

is emotionally detached while evaluating an applicant in terms of his potential job performance (Steinmetz, 1971). The present results do not support this image of an interviewer. There was a positive relationship between the experienced interviewers' personal liking for the applicant and their evaluations of him as a suitable job candidate, in both this study and in previous research (Latham et al., 1975; Keenan, 1977).

Inexperienced interviewers liked job applicants who were similar than dissimilar to themselves in this study. Previous research has also reported this similarity-attraction relationship (Griffitt and Jackson, 1970; Baskett, 1973; Peters and Terborg, 1975). In the employment situation, the positive affect possibly results from the matching of (1) what the applicant brings to the situation (his biographical history) and (2) these same characteristics within the decision maker.

Previous research has also found that the attraction in turn led to positive evaluations about applicants in terms of their suitability for the job (Griffitt and Jackson, 1970; Peters and Terborg, 1975; Rand and Wexley, 1975). The present study found that the positive affect, seemingly due to the applicant-interviewer similarity, was not related to the interviewers' ratings on items that reflected the applicants' qualifications and competence. Liking was positively related only to the rating of liking to work with the applicant.

One possible explanation for the above outcome, though speculative, is that there is both an affective and a cognitive component involved in an interviewer's judgments of candidates (Simons, Moyer and Berkowitz, 1970; Keenan, 1976, 1977). According to this view, evaluations of an applicant are a composite of the interviewer's feelings toward the applicant and his cognitive assessment of the applicant's attributes. However, the present study suggests that the evaluations are not a composite

of these factors, but rather affective feelings influenced measures which rated the individual as a likeable person, while cognitive assessments influenced measures which rated the individual as a job applicant.

One possible explanation for the differential effects of personal feelings and competence assessments relates to the finding that inexperienced interviewers were affected by the relevance of the applicant information. As previously mentioned, it is possible that the dissimilar applicant tended to be more qualified for the personnel job than the similar applicant. It seems that the similar applicant tended to reflect the inexperienced interviewer's own inadequacies in terms of work experience, etc. This occurrence may explain why inexperienced interviewers rated dissimilar applicants, described in relevant terms, more favourably on the measures of Hire, Success and Co-worker. These measures, that reflected the applicant's competence for the job, were seemingly influenced by the interviewers' cognitive assessments. When the applicant information was irrelevant, the similar applicant was rated highly on these competence measures. It is conceivable that when the interviewer has items of applicant information that are poor predictors of potential success on the job, the interviewer relies upon his personal feelings for the applicant to make these judgments.

The adequacy of the above explanation can only be tested in future research. The present study did not have a measure of competence, but only a measure of attraction. The incorporation of a judgment, such as perceived intelligence of the applicant in future research, may serve to tap this proposed cognitive component of applicant evaluation.

As mentioned earlier, similarity does not necessarily lead to attraction and favourable evaluations about another (Daly et al., 1971; Snyder

and Endelman, 1979). Another possibility examined to account for these findings is that when applicant information is relevant, similarity becomes aversive. The applicant-interviewer similarity in this study, however, led to positive feelings about similar applicants. The relevance of the similarity did not appear to alter the liking on the part of the inexperienced interviewers. Thus, inexperienced interviewers' lower ratings of similar than dissimilar applicants described in relevant terms were not apparently due to a disliking for the similar applicant.

In summary, it was found that liking was associated with affective ratings about the applicant for the inexperienced interviewers. Liking was associated with both the affective and competence ratings for the experienced interviewers. Thus, liking for the applicant appeared to influence the interviewers' judgments about the applicant, and the effect of liking varied with the kind of judgments made. Liking appeared to be a consequence of perceived applicant-interviewer similarity for the inexperienced interviewers, but not for the experienced interviewers.

#### Role of Experience

A major aim of the study was to examine the nature and significance of interviewer experience in regards to evaluations of job applicants. The results indicated that, relative to experienced interviewers, inexperienced interviewers consistently rated the job applicants more favourably on both the affective and competence measures. These results are consistent with those of earlier investigations that identified this behavior of inexperienced interviewers as a leniency error (Hake, Dobmeyer and Dunnette, 1970).

Other than the apparent leniency of inexperienced interviewers in their ratings, some researchers feel that the use of inexperienced indivi-

duals as interviewers does not limit the generalizability of the conclusions (Bernstein et al., 1975; Jackson et al., 1980). The present study does not support the contention that inexperienced and experienced interviewers use applicant information in the same manner and make the same decisions. Inexperienced and experienced interviewers were found to be differentially influenced by both the relevance of the information and perceived similarity to the applicant. Thus, the decisions made by inexperienced interviewers may not readily generalize to the world of work.

This issue can also be examined in terms of the result that inexperienced and experienced interviewers did not differ in their ratings of self-confidence. This was contrary to expectations as previous research has assumed that interviewers gain confidence with experience (Frank and Hackman, 1975; Gordon, 1975). In addition, neither the separate nor combined treatments of similarity and relevance influenced the interviewers' confidence. Experienced interviewers are believed to be less affected by factors beyond their control and are less likely to lose confidence in their abilities, than inexperienced interviewers (Tucker and Rowé, 1977). Withholding relevant information did not seem to have an effect of putting the inexperienced interviewer in an uncertain state.

On the basis of these findings, the interviewers' level of self-confidence does not appear to be a function of his experience. Also, indicators of interviewing experience and self-confidence appeared to be almost totally uncorrelated. The interviewers' self-confidence did not mediate the effects of experience, relevance and similarity on judgments. The expected role of self-confidence in selection decision making received little support.



The nature and significance of interviewing experience was also examined in terms of the effect of the relevance of the applicant information on judgments. It was found that relevance did not differentially effect the judgments of inexperienced and experienced interviewers. This result is consistent with those of Langdale and Weitz (1973) and Wiener et al. (1974).

However, the above result was not entirely consistent with those of Schuh (1973). He found that inexperienced interviewers made less recommendations for hire when the information was irrelevant than relevant. This finding supported his hypothesis that the beneficial effects of experience can only be shown when the task is very difficult. Thus, rating an applicant on the basis of irrelevant information was not a difficult task for experienced interviewers. In the present study, it is suggested that this task was not very difficult for either inexperienced or experienced interviewers. Further research could examine the effect of task difficulty on the decisions made by interviewers in order to determine if experience has beneficial value.

The relevance of the information appeared to have an effect only when liking was removed as a covariate. Experienced interviewers were affected by relevance but solely on the measure of Interview. Experienced interviewers who had irrelevant information expressed a stronger desire to interview the applicant than experienced interviewers who had relevant information. Two possible explanations are offered to account for this result. First, the interviewers who had irrelevant information invited the applicant to an interview in order to obtain more relevant information about him. Second, interviewers who had relevant information expressed less desire to interview the applicant because they had already

made a hiring recommendation on the basis of the relevant information.

This study found that inexperienced and experienced interviewers differed in their judgments about job applicants, and the differences were apparent on both the affective and competence measures. Inexperienced interviewers consistently rated the job applicants more favourably than did experienced interviewers. This outcome gives support for Rowe's (1963) finding that the number of applicants accepted tends to decrease with increasing levels of interviewing experience. In addition, the number of years of experience was related to lower ratings, particularly on the measures of Hire and Interview. The tendency to make less favourable judgments about applicants with increasing experience was evident not only when comparing inexperienced and experienced interviewers, but also within the experienced group of interviewers.

One possible effect of experience is a tendency to be selective about job applicants. Experienced interviewers are knowledgeable about the rewards and punishments associated with making the "wrong" or "right" decisions about job applicants. Experience may instill choosiness in interviewers. This possibility is supported by Carlson (1967). He found that inexperienced interviewers made more hiring decisions than experienced interviewers when a situational pressure was introduced. Experienced interviewers, then, tend to make less decisions to hire applicants than inexperienced interviewers, and this selectivity is relatively immune to situational interference.

#### Limitations and Implications for Further Research

1. It is important to consider how far the findings of the simulation study are applicable to real-life situations. Despite the advantages in terms of experimental control, the study excludes the social

interaction and some critical variables from the interview situation. The importance of the selected variables of experience, relevance and similarity can be overestimated in the simulation study. This method is useful, but what is needed is the extension of the study of the selected variables to include investigations of live selection interviews.

2. The use of the job of Personnel Officer may have resulted in inexperienced and experienced interviewers to differ in their orientation to the task. Further research could use various jobs unlike those held by inexperienced and experienced interviewers.

3. There was a potential drawback in terms of using students as inexperienced interviewers. Similar applicants tended to reflect the inexperienced interviewers' own inadequacies in terms of work experience, etc. The use of individuals, such as nonpersonnel managers, as inexperienced interviewers, may better equate the two groups of subjects on factors other than interviewing experience.

4. Due to the use of male interviewers only, one could question the degree to which the present results are generalizable to the world of work. However, when recruiting experienced interviewers, the experimenter found that a large majority of them were male. It is suggested that the use of male experienced interviewers does adequately reflect the current state of the personnel selection field at the present time. Of course, further research could investigate whether having both male and female job applicants would result in different outcomes.

5. In the present type of study, there is usually the possibility of experimenter expectancy effects. If some experienced interviewers felt that the study was investigating interviewer bias, they may have expressed a form of reverse bias toward the applicants. This could be reflected by their low scores on the measures and apparent absence of

similarity bias in their ratings. Some interviewers may have reacted to the simulation task as a test of their abilities, and were, therefore, motivated not to display any bias. Future research could use a post-experimental inquiry to determine if the interviewers had guessed the purpose of the study.

6. It was suggested that the manipulation of relevance is related to the factor of task difficulty. In order to assess the potential benefits of interviewing experience, future research could increase the difficulty of the task. The jobs chosen could be more complex and equally unfamiliar to both inexperienced and experienced interviewers.

#### Summary

1. Similarity bias was found for the inexperienced interviewers but not for the experienced interviewers.

2. A leniency error was found for the inexperienced interviewers. Inexperienced interviewers rated the applicants more favourably on all the competence and affective measures than experienced interviewers.

3. The inexperienced interviewers liked the similar applicants more than the dissimilar applicants. No such differences were found for the experienced interviewers.

4. The relevance of the biographical information did not effect the judgments of either the inexperienced or experienced interviewers.

5. Liking of the applicant was associated with all of the ratings for the experienced interviewers, but only with the affective ratings of inexperienced interviewers.

6. Liking was associated with applicant-interviewer similarity for the inexperienced interviewers only.

7. The judgment that was particularly affected by attraction was the invitation to interview. This was characteristic of experienced interviewers.

8. When the two interviewer groups were equated on liking, similarity bias was then found for the experienced interviewers on the invitation to interview rating.

9. Inexperienced and experienced interviewers did not differ in their ratings of self-confidence.

10. Self-confidence was negatively related to the ratings for experienced interviewers, and positively related to the ratings for inexperienced interviewers.

11. Self-confidence was not found to be a mediating variable of the effects of experience, relevance and similarity.

APPENDIX A  
DETERMINING RELEVANCE OF BIOGRAPHICAL ITEMS  
FOR INEXPERIENCED INTERVIEWERS

The application blank is a widely used personnel selection device. Ideally, the form should call for only such relevant information as is essential for the specific selection situation.

This research involves the creation of an application blank, specific to candidates applying for the position of Personnel Officer. A description of this job is provided in order to familiarize you with it.

Instructions:

You are asked to assume that you are an employment interviewer for a hypothetical local company.

After reading the job description, review the list of items that may be found on an application blank. From this list, select the 8 most IMPORTANT and the 8 least IMPORTANT items of information for the evaluation of a candidate applying for the position of Personnel Officer.

Remember, you are to select those items that you think an interviewer would choose as (un)important. Indicate your choices by circling the 'M' (most important) or the 'L' (least important) beside the items.

This should not require more than 5 minutes to complete. Thank you for your assistance.

Julia Coles

## PERSONNEL OFFICER

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Responsible for manpower planning, recruitment and selection, performance appraisal, training, and the administration of personnel policies and programs.

### Planning & Recruitment

- develops manpower inventories
- conducts manpower forecasting and planning
- carries out job analyses to obtain job descriptions and specifications
- recruits applicants for vacancies
- interviews and tests applicants

### Selection

- selects most suitable candidate for job
- decides upon employee placement and need for training
- conducts induction and orientation interviews with hirees

### Performance Appraisal

- develops policies and procedures for performance reviews
- recommends and approves changes in status of employees
- co-ordinates promotions and transfers
- conducts termination and exit interviews
- counsels employees in regards to work-related problems

### Other Duties

- plans and organizes employee training
- develops system of employee records
- develops wage and salary schedules
- plans and administers employee services, ie., pension schemes
- plans research projects, ie., employee attitude surveys



# APPLICATION FORM ITEMS

92

## Personal Data

- |   |                                 |
|---|---------------------------------|
| L M - length of residence at present address              | L M - marital status            |
| L M - citizenship   | L M - number of dependents      |
| L M - date of entry into Canada if not a Canadian citizen | L M - spouse's occupation       |
| L M - date of birth                                       | L M - religious affiliation     |
| L M - place of birth                                      | L M - church attendance         |
| L M - sex   | L M - physical health           |
|   | L M - family members in company |
|   | L M - source of referral        |

## Language Data

- |                                    |  |
|------------------------------------|--|
| L M - English (read, write, speak) | L M - other languages (read, write, speak) |
| L M - French (read, write, speak)  |  |

## Educational Data

- |  |   |
|--|---|
| L M - highest grade completed            | L M - cumulative average                        |
| L M - year completed high school         | L M - subjects of most interest                 |
| L M - course duration (high school)      | L M - subjects of least interest                |
| L M - name and location (post-secondary) | L M - scholarships or awards received           |
| L M - field of study (post-secondary)    | L M - portion of post-secondary expenses earned |
| L M - degree or diploma title            | L M - special training in personnel activities  |
| L M - date of graduation                 | L M - part-time studies                         |
| L M - class standing (rank)              |   |

## Previous Job Experience Data

- |                              |                          |
|------------------------------|--------------------------|
| L M - job title              | L M - beginning salary   |
| L M - job duties             | L M - ending salary      |
| L M - part- versus full-time | L M - reason for leaving |
| L M - duration of employment |                          |

## Extra Curricular Activities Data

- |                                     |  |
|-------------------------------------|--|
| L M - class or campus offices held  | L M - participation in sports              |
| L M - offices held in organizations | L M - hobbies                              |
| L M - professional attainments      | L M - membership in professional societies |

## Reference Data

- |                               |                           |
|-------------------------------|---------------------------|
| L M - occupational references | L M - personal references |
|-------------------------------|---------------------------|

## Career Ambition Data

- |   |   |
|---|---|
| L M - description of why applicant applied for position | L M - description of why applicant feels qualified for position |
|---|---|

## Other

- |                               |                       |
|-------------------------------|-----------------------|
| L M - willingness to relocate | L M - salary expected |
|-------------------------------|-----------------------|

APPENDIX B  
DETERMINING RELEVANCE OF BIOGRAPHICAL ITEMS  
FOR EXPERIENCED INTERVIEWERS

As my initial contact with you stated, my thesis is an attempt to research the value of on-the-job experience in selection interviewing. Experience in selection is also believed to be of value when the Personnel Manager must evaluate the information provided by the applicant on an application blank.

The application blank is a widely used personnel selection device. Unfortunately, attention is rarely given to the content of the form in terms of the specific uses of the information it gathers. Superfluous items are frequently found on all-purpose application blanks. The form should call for only such relevant information as is essential for the specific selection situation.

This portion of the research involves the creation of an application blank, specific to candidates applying for the position of Personnel Officer. Please note that the job description provided is not specific to any organizational structure, thus, I would like your ratings to be as independent as possible of your job context.

Also note that some information items presented here may not be allowed in accordance with the Federal and Provincial Human Rights Codes, but regardless, interviewers do find certain items to be more relevant to the selection decision than others.

#### INSTRUCTIONS:

After reading the job description, review the list of items that may be found on an application blank. From this list, select the 8 most IMPORTANT and the 8 least IMPORTANT items of information for the evaluation of a candidate applying for the position of Personnel Officer. Indicate your choices by circling the 'M' (most important) or the 'L' (least important) beside the items. This should not require more than 5 minutes to complete. Please find a stamped, self-addressed envelope enclosed for your convenience. Thank-you for your assistance.

Julia Glen Coles

## PERSONNEL OFFICER

95

Responsible for manpower planning, recruitment and selection, performance appraisal, training, and the administration of personnel policies and programs.

### Planning & Recruitment

- develops manpower inventories
- conducts manpower forecasting and planning
- carries out job analyses to obtain job descriptions and specifications
- recruits applicants for vacancies
- interviews and tests applicants

### Selection

- selects most suitable candidate for job
- decides upon employee placement and need for training
- conducts induction and orientation interviews with hirees

### Performance Appraisal

- develops policies and procedures for performance reviews
- recommends and approves changes in status of employees
- co-ordinates promotions and transfers
- conducts termination and exit interviews
- counsels employees in regards to work-related problems

### Other Duties

- plans and organizes employee training
- develops system of employee records
- develops wage and salary schedules
- plans and administers employee services, ie., pension schemes
- plans research projects, ie., employee attitude surveys

## APPLICATION FORM ITEMS

96

Personal Data

- |   |                                 |
|---|---------------------------------|
| L M - length of residence at present address              | L M - marital status            |
| L M - citizenship   | L M - number of dependents      |
| L M - date of entry into Canada if not a Canadian citizen | L M - spouse's occupation       |
| L M - date of birth                                       | L M - religious affiliation     |
| L M - place of birth                                      | L M - church attendance         |
| L M - sex   | L M - physical health           |
|   | L M - family members in company |
|   | L M - source of referral        |

Language Data

- |                                    |  |
|------------------------------------|--|
| L M - English (read, write, speak) | L M - other languages (read, write, speak) |
| L M - French (read, write, speak)  |  |

Educational Data

- |  |   |
|--|---|
| L M - highest grade completed            | L M - cumulative average                        |
| L M - year completed high school         | L M - subjects of most interest                 |
| L M - course duration (high school)      | L M - subjects of least interest                |
| L M - name and location (post-secondary) | L M - scholarships or awards received           |
| L M - field of study (post-secondary)    | L M - portion of post-secondary expenses earned |
| L M - degree or diploma title            | L M - special training in personnel activities  |
| L M - date of graduation                 | L M - part-time studies                         |
| L M - class standing (rank)              |   |

Previous Job Experience Data

- |                              |                          |
|------------------------------|--------------------------|
| L M - job title              | L M - beginning salary   |
| L M - job duties             | L M - ending salary      |
| L M - part- versus full-time | L M - reason for leaving |
| L M - duration of employment |                          |

Extra Curricular Activities Data

- |                                     |  |
|-------------------------------------|--|
| L M - class or campus offices held  | L M - participation in sports              |
| L M - offices held in organizations | L M - hobbies                              |
| L M - professional attainments      | L M - membership in professional societies |

Reference Data

- |                               |                           |
|-------------------------------|---------------------------|
| L M - occupational references | L M - personal references |
|-------------------------------|---------------------------|

Career Ambition Data

- |   |   |
|---|---|
| L M - description of why applicant applied for position | L M - description of why applicant feels qualified for position |
|---|---|

Other

- |                               |                       |
|-------------------------------|-----------------------|
| L M - willingness to relocate | L M - salary expected |
|-------------------------------|-----------------------|

APPENDIX C  
RELEVANCE RATINGS BY INEXPERIENCED AND EXPERIENCED INTERVIEWERS

TABLE 1

## Irrelevant and Relevant Item Frequencies by Inexperienced and Experienced Interviewers

Irrelevant items	Inexperienced interviewers*	Experienced interviewers**	Relevant items	Inexperienced interviewers	Experienced interviewers
Church attendance	12	8	Reasons for leaving last job	10	8
Post-secondary education expenses earned	4	4	Full-time work experience	5	6
Participation in athletic activities	5	4	Training in personnel	6	6
Number of dependents	2	4	Occupational references	8	4
Class or campus offices held	3	3	Highest grade or degree completed	5	3
Fluency in other languages	4	3	Date of birth	3	2

\* n = 20

\*\* n = 16

APPENDIX D  
QUESTIONNAIRE PROVIDING BIOGRAPHICAL DATA  
FOR INEXPERIENCED INTERVIEWERS



NAME: \_\_\_\_\_

100

COURSE NUMBER: \_\_\_\_\_

The purpose of this study is to examine the relationship between the use of information about a job applicant and the background of the interviewer. The attached questionnaire will provide information about your biographical background.

In one week's time, you will receive one of several job applicant descriptions to evaluate. In order to record which description you will receive, you are asked to put your name and course number on the materials. All answers will be held in the strictest confidence.

Instructions:

Please be sure to provide an answer for every question.

Have you had any training in interviewing techniques?

☐ Yes

☐ No

Do you have any experience as an interviewer?

☐ Yes

☐ No

What is your length of residency in North America?

☐ 0-3 years

☐ More than 3 years

How many years of post-secondary education have you completed?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 or more

Which degree or diploma have you earned?

<input type="checkbox"/> High School Diploma	<input type="checkbox"/> Bachelors
<input type="checkbox"/> College Diploma	<input type="checkbox"/> Masters
	<input type="checkbox"/> Doctorate

What percentage of your post-secondary education expenses did you earn?

☐ 0% ☐ 25% ☐ 50% ☐ 75% ☐ 100%

Did you hold a class or campus office during secondary and/or post-secondary education?

☐ Yes ☐ No

How many years of full-time work experience do you have?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 or more

Have you had any formal training, such as attendance at workshops or lectures, in the personnel field?

☐ Yes ☐ No

Are you fluent in any language(s) other than English and/or French?

☐ Yes ☐ No

Did you participate in extracurricular athletic activities while in school?

☐ Yes ☐ No

What is/was your field of study in secondary/post-secondary education? Indicate for highest level obtained only.

Secondary: \_\_\_\_\_ Post-Secondary: \_\_\_\_\_

Did you receive scholarships or awards for academic achievement while in school?

\_\_\_\_ Yes      \_\_\_\_ No

How many dependents do you support?

\_\_\_\_ 0      \_\_\_\_ 1      \_\_\_\_ 2 or more

What was your primary reason for leaving your last/prior job?

\_\_\_\_ Personal reason (ie., returned to school)

\_\_\_\_ Company-related reason (ie., laid-off)

Do you attend church regularly?

\_\_\_\_ Yes      \_\_\_\_ No

If asked to provide 3 references on an application form, how many would be work-related, occupational references?

\_\_\_\_ 0      \_\_\_\_ 1      \_\_\_\_ 2      \_\_\_\_ 3

Indicate your age range.

\_\_\_\_ 18-24    \_\_\_\_ 25-29    \_\_\_\_ 30-39    \_\_\_\_ 40-49    \_\_\_\_ 50 and over

Indicate your sex.

\_\_\_\_ Male      \_\_\_\_ Female

What is your height?

\_\_\_\_' \_\_\_\_"

What is your weight?

\_\_\_\_ lb.

APPENDIX E  
QUESTIONNAIRE PROVIDING BIOGRAPHICAL DATA  
FOR EXPERIENCED INTERVIEWERS



## UNIVERSITY OF WINDSOR

WINDSOR, ONTARIO N9B 3P4

TELEPHONE: AREA CODE 519  
253-4232

As you may recall in my previous letter to you, I asked for your assistance in a research study that I am conducting for my Master's degree in Psychology.

The purpose of this study is to examine the relationship between the use of information about a job applicant and the background experience of the interviewer. A simulated task approach will be used. You will be asked to assume that you are an interviewer with a hypothetical local company, who is required to make a number of judgments about a job applicant.

In the first phase of this study, I would appreciate your completing the enclosed questionnaire which will provide information about your biographical background.

At a later date, you will receive one of several job applicant descriptions to evaluate. In order to record which description you will receive, you have been assigned an identification number. Your number is \_\_\_\_\_. All answers will be held in the strictest confidence.

Thank you again for your cooperation..

Sincerely,

*Julia G. Coles*  
Julia G. Coles

Instructions:

Please be sure to provide an answer for every question.  
Return your completed questionnaire in the envelope provided.

In which type of organization are you presently employed?

<input type="checkbox"/> Manufacturing	<input type="checkbox"/> Financial
<input type="checkbox"/> Educational	<input type="checkbox"/> Retail
<input type="checkbox"/> Employment Agency	<input type="checkbox"/> Other - specify _____

Have you had any training in interviewing techniques?

☐ Yes ☐ No

How many years of interviewing experience do you have?

☐ Years

What is the average number of interviews you have  
conducted per week over the past 6 months?

☐ Interviews per week

How many years of post-secondary education have you completed?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 or more

Which degree or diploma have you earned?

☐ High School  
Diploma

☐ College  
Diploma

☐ Bachelors

☐ Masters

☐ Doctorate

What percentage of your post-secondary education expenses did you earn?

☐ 0% ☐ 25% ☐ 50% ☐ 75% ☐ 100%

Did you hold a class or campus office during secondary and/or post-secondary education?

☐ Yes

☐ No

How many years of full-time work experience do you have?

☐ 0 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 or more

Have you had any formal training, such as attendance at workshops or lectures, in the personnel field?

☐ Yes

☐ No

Are you fluent in any language(s) other than English and/or French?

☐ Yes

☐ No

Did you participate in extracurricular athletic activities while in school?

☐ Yes

☐ No

What is/was your field of study in secondary/post-secondary education? Indicate for highest level obtained only.

Secondary: \_\_\_\_\_ Post-Secondary: \_\_\_\_\_

Did you receive<sup>1</sup> scholarships or awards for academic achievement while in school?

\_\_\_\_ Yes      \_\_\_\_ No

How many dependents do you support?

\_\_\_\_ 0      \_\_\_\_ 1      \_\_\_\_ 2 or more

What was your primary reason for leaving your last/prior job?

\_\_\_\_ Personal reason (i.e., returned to school)

\_\_\_\_ Company-related reason (i.e., laid-off)

Do you attend church regularly?

\_\_\_\_ Yes      \_\_\_\_ No

If asked to provide 3 references on an application form, how many would be work-related, occupational references?

\_\_\_\_ 0      \_\_\_\_ 1      \_\_\_\_ 2      \_\_\_\_ 3

Indicate your age range.

\_\_\_\_ 18-24    \_\_\_\_ 25-29    \_\_\_\_ 30-39    \_\_\_\_ 40-49    \_\_\_\_ 50 and over

Indicate your sex.

\_\_\_\_ Male      \_\_\_\_ Female

What is your height?

\_\_\_\_' \_\_\_\_"

What is your weight?

\_\_\_\_ lb.



APPENDIX F,  
EXAMPLES OF HYPOTHETICAL JOB APPLICANTS  
BASED ON INEXPERIENCED INTERVIEWER DATA

NAME: \_\_\_\_\_

COURSE NUMBER: \_\_\_\_\_

The purpose of this study is to examine the relationship between the use of information about a job applicant and the background of the interviewer. The attached questionnaire will provide information about your biographical background.

In one week's time, you will receive one of several job applicant descriptions to evaluate. In order to record which description you will receive, you are asked to put your name and course number on the materials. All answers will be held in the strictest confidence.

Instructions:

Please be sure to provide an answer for every question.

Have you had any training in interviewing techniques?

\_\_\_ Yes      ☒ No

Do you have any experience as an interviewer?

\_\_\_ Yes      ☒ No

What is your length of residency in North America?

\_\_\_ 0-3 years      ☒ More than 3 years

Note. Subject was assigned to irrelevant information-similar applicant condition.

How many years of post-secondary education have you completed?

☐ 0 ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 or more

Which degree or diploma have you earned?

☐ High School  
Diploma  
☐ College  
Diploma

☒ Bachelors  
☐ Masters  
☐ Doctorate

What percentage of your post-secondary education expenses did you earn?

☐ 0% ☐ 25% ☒ 50% ☐ 75% ☐ 100%

Did you hold a class or campus office during secondary and/or post-secondary education?

☐ Yes

☒ No

How many years of full-time work experience do you have?

☐ 0 ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 or more

Have you had any formal training, such as attendance at workshops or lectures, in the personnel field?

☐ Yes

☒ No

Are you fluent in any language(s) other than English and/or French?

☐ Yes

☒ No

Did you participate in extracurricular athletic activities while in school?

☒ Yes

☐ No

What is/was your field of study in secondary/post-secondary education? Indicate for highest level obtained only.

Secondary: ENGLISH

Post-Secondary: PSYCHOLOGY

Did you receive scholarships or awards for academic achievement while in school?

☐ Yes ☒ No

How many dependents do you support?

☒ 0 ☐ 1 ☐ 2 or more

What was your primary reason for leaving your last/prior job?

☒ Personal reason (ie., returned to school)  
☐ Company-related reason (ie., laid-off)

Do you attend church regularly?

☐ Yes ☒ No

If asked to provide 3 references on an application form, how many would be work-related, occupational references?

☐ 0 ☒ 1 ☐ 2 ☐ 3

Indicate your age range.

☒ 18-24 ☐ 25-29 ☐ 30-39 ☐ 40-49 ☐ 50 and over

Indicate your sex.

☒ Male ☐ Female )

What is your height?

5 10"

What is your weight?

185 lb.

Michael Erwin is a 35 year old applicant. Michael is not married and does not support any dependents.

Michael's educational history reveals that he completed 1 year of post-secondary education. Michael reported that he earned 50% of the expenses of this education. While in school, he participated in extracurricular athletic activities.

It has been determined that Michael is not fluent in languages other than English and French.

In regards to appearance, he reports that he is 5'10" in height and weighs 185 lb.

On a more personal note, Michael indicated that he does not attend church on a regular basis.

NAME: \_\_\_\_\_

COURSE NUMBER: \_\_\_\_\_

The purpose of this study is to examine the relationship between the use of information about a job applicant and the background of the interviewer. The attached questionnaire will provide information about your biographical background.

In one week's time, you will receive one of several job applicant descriptions to evaluate. In order to record which description you will receive, you are asked to put your name and course number on the materials. All answers will be held in the strictest confidence.

Instructions:

Please be sure to provide an answer for every question.

Have you had any training in interviewing techniques?

\_\_\_ Yes      ☒ No

Do you have any experience as an interviewer?

\_\_\_ Yes      ☒ No

What is your length of residency in North America?

\_\_\_ 0-3 years      ☒ More than 3 years

Note. Subject was assigned to relevant information-similar applicant condition.

How many years of post-secondary education have you completed?

  0     1   ☒   2     3     4     5   or more

Which degree or diploma have you earned?

<input checked="" type="checkbox"/> High School Diploma	<u>  </u> Bachelors
<u>  </u> College Diploma	<u>  </u> Masters
	<u>  </u> Doctorate

What percentage of your post-secondary education expenses did you earn?

  0%     25%     50%     75%   ☒   100%  

Did you hold a class or campus office during secondary and/or post-secondary education?

   Yes ☒ No

• How many years of full-time work experience do you have?

☒   0     1     2     3     4     5   or more

Have you had any formal training, such as attendance at workshops or lectures, in the personnel field?

   Yes ☒ No

Are you fluent in any language(s) other than English and/or French?

   Yes ☒ No

Did you participate in extracurricular athletic activities while in school?

☒ Yes    No

What is/was your field of study in secondary/post-secondary education? Indicate for highest level obtained only.

Secondary: \_\_\_\_\_

Post-Secondary: Economics

Did you receive scholarships or awards for academic achievement while in school?

\_\_\_ Yes

X No

How many dependents do you support?

X 0

\_\_\_ 1

\_\_\_ 2 or more

What was your primary reason for leaving your last/prior job?

X Personal reason (ie., returned to school)

\_\_\_ Company-related reason (ie., laid-off)

Do you attend church regularly?

X Yes

\_\_\_ No

If asked to provide 3 references on an application form, how many would be work-related, occupational references?

\_\_\_ 0

\_\_\_ 1

X 2

\_\_\_ 3

Indicate your age range.

X 18-24

\_\_\_ 25-29

\_\_\_ 30-39

\_\_\_ 40-49

\_\_\_ 50 and over

Indicate your sex.

X Male

\_\_\_ Female

What is your height?

5' 10"

What is your weight?

184 lb.



Michael Erwin is an applicant for the job. On the application form, he indicated that he is single.

Michael's educational history reveals that he completed 2 years of post-secondary education and possesses a high school diploma. While in school, he did not participate in extracurricular athletic activities.

Michael does not have any full-time work experience. His record indicates that he does not have training in the personnel field. He reported leaving his last place of employment because of a personal reason (ie., return to school).

He provided 2 work-related, occupational references and 1 personal reference on the application form.

On a more personal note, Michael indicated that he does not attend church on a regular basis.

APPENDIX G  
EXAMPLES OF HYPOTHETICAL JOB APPLICANTS  
BASED ON EXPERIENCED INTERVIEWER DATA

Instructions:

Please be sure to provide an answer for every question.  
Return your completed questionnaire in the envelope provided.

In which type of organization are you presently employed?

<input type="checkbox"/> Manufacturing	<input checked="" type="checkbox"/> Financial
<input type="checkbox"/> Educational	<input type="checkbox"/> Retail
<input type="checkbox"/> Employment Agency	<input type="checkbox"/> Other - specify _____

Have you had any training in interviewing techniques?

☐ Yes ☒ No

How many years of interviewing experience do you have?

20 Years

What is the average number of interviews you have  
conducted per week over the past 6 months?

1 Interviews per week

Note. Subject was assigned to irrelevant information-dissimilar applicant condition.

How many years of post-secondary education have you completed?

   0    1 ☒ 2    3    4    5 or more

Which degree or diploma have you earned?

<input checked="" type="checkbox"/> High School Diploma	<u>  </u> Bachelors
<u>  </u> College Diploma	<u>  </u> Masters
	<u>  </u> Doctorate

What percentage of your post-secondary education expenses did you earn?

☒ 0%    25%    50%    75%    100%

Did you hold a class or campus office during secondary and/or post-secondary education?

☒ Yes    No

How many years of full-time work experience do you have?

   0    1    2    3    4 ☒ 5 or more

Have you had any formal training, such as attendance at workshops or lectures, in the personnel field?

   Yes ☒ No

Are you fluent in any language(s) other than English and/or French?

   Yes ☒ No

Did you participate in extracurricular athletic activities while in school?

☒ Yes    No

What is/was your field of study in secondary/post-secondary education? Indicate for highest level obtained only.

Secondary: \_\_\_\_\_

Post-Secondary: BANKING DIP

Did you receive scholarships or awards for academic achievement while in school?

\_\_\_ Yes

X No

How many dependents do you support?

\_\_\_ 0

\_\_\_ 1

X 2 or more

What was your primary reason for leaving your last/prior job?

X Personal reason (ie., returned to school).

\_\_\_ Company-related reason (ie., laid-off)

Do you attend church regularly?

X Yes

\_\_\_ No

If asked to provide 3 references on an application form, how many would be work-related, occupational references?

\_\_\_ 0

\_\_\_ 1

\_\_\_ 2

X 3

Indicate your age range.

\_\_\_ 18-24

\_\_\_ 25-29

\_\_\_ 30-39

\_\_\_ 40-49

X 50 and over

Indicate your sex.

X Male

\_\_\_ Female

What is your height?

6' 1"

What is your weight?

192 lb.

Michael Erwin is a 52 year old applicant. Michael is married and does not support any dependents.

Michael's educational history reveals that he completed 2 years of post-secondary education. Michael reported that he earned 100% of the expenses of this education. While in school, he did not participate in extracurricular athletic activities.

It has been determined that Michael is fluent in other languages in addition to both English and French.

In regards to appearance, Michael reports that he is 5'8" in height and weighs 147 lb.

On a more personal note, he indicated that he does not attend church on a regular basis.

Instructions:

Please be sure to provide an answer for every question.  
Return your completed questionnaire in the envelope provided.

In which type of organization are you presently employed?

<input checked="" type="checkbox"/> Manufacturing	<input type="checkbox"/> Financial
<input type="checkbox"/> Educational	<input type="checkbox"/> Retail
<input type="checkbox"/> Employment Agency	<input type="checkbox"/> Other - specify _____

Have you had any training in interviewing techniques?

☐ Yes

☒ No

How many years of interviewing experience do you have?

11 Years

What is the average number of interviews you have  
conducted per week over the past 6 months?

2 Interviews per week

Note. Subject was assigned to relevant information-dissimilar applicant condition.

How many years of post-secondary education have you completed?

   0    1    2    3    4 X 5 or more

Which degree or diploma have you earned?

X High School  
Diploma

X College  
Diploma

   Bachelors

   Masters

   Doctorate

What percentage of your post-secondary education expenses did you earn?

   0%    25%    50%    75% X 100%

Did you hold a class or campus office during secondary and/or post-secondary education?

   Yes

X No

How many years of full-time work experience do you have?

   0    1    2    3    4 X 5 or more

Have you had any formal training, such as attendance at workshops or lectures, in the personnel field?

   Yes

X No

Are you fluent in any language(s) other than English and/or French?

   Yes

X No

Did you participate in extracurricular athletic activities while in school?

X Yes

   No



What is/was your field of study in secondary/post-secondary education? Indicate for highest level obtained only.

Secondary: \_\_\_\_\_ Post-Secondary: ACCOUNTING

Did you receive scholarships or awards for academic achievement while in school?

\_\_\_\_ Yes

X No

How many dependents do you support?

\_\_\_\_ 0

X 1

\_\_\_\_ 2 or more

What was your primary reason for leaving your last/prior job?

X Personal reason (ie., returned to school)

\_\_\_\_ Company-related reason (ie., laid-off)

Do you attend church regularly?

\_\_\_\_ Yes

X No

If asked to provide 3 references on an application form, how many would be work-related, occupational references?

\_\_\_\_ 0

\_\_\_\_ 1

X 2

\_\_\_\_ 3

Indicate your age range.

\_\_\_\_ 18-24

\_\_\_\_ 25-29

X 30-39

\_\_\_\_ 40-49

\_\_\_\_ 50 and over

Indicate your sex.

X Male

\_\_\_\_ Female

What is your height?

6' 0"

What is your weight?

190 lb.

Michael Erwin is an applicant for the job. On the application form, he indicated that he is married.

Michael's educational history reveals that he does not possess post-secondary education, but does have a high school diploma. While in school, he participated in extracurricular athletic activities.

Michael has 20 years of full-time work experience. His record indicates that he has training in the personnel field. He reported leaving his last place of employment because of a company reason (ie., laid-off).

He provided 1 work-related, occupational reference and 2 personal references on the application form.

On a more personal note, Michael indicated that he does not attend church on a regular basis.

APPENDIX H  
EXPERIMENTAL TASK OF RATING HYPOTHETICAL JOB APPLICANT  
FOR INEXPERIENCED INTERVIEWERS

NAME: \_\_\_\_\_

127

COURSE NUMBER: \_\_\_\_\_

As stated in my previous contact with you, this portion of the study deals with your evaluations of a hypothetical job applicant. Please find attached a job description for a Personnel Officer, a written description of a hypothetical job applicant, and several rating scales.

Instructions:

Assume that you are a selection interviewer for a hypothetical local company. As part of your job, you are required to make a number of judgments about the person applying for the job of Personnel Officer.

After reading the job description, review the information given about the applicant for the job. This is a summary of the individual's application form. Normally, you would have more information, but, on the basis of the information provided, answer each question on the rating forms.

Indicate your responses by circling one point on the scale provided with each question. Again, your responses will be held in the strictest confidence.

Once the results have been analyzed, you will receive a report on this study.

## PERSONNEL OFFICER

128

Responsible for manpower planning, recruitment and selection, performance appraisal, training, and the administration of personnel policies and programs.

### Planning & Recruitment

- develops manpower inventories
- conducts manpower forecasting and planning
- carries out job analyses to obtain job descriptions and specifications
- recruits applicants for vacancies
- interviews and tests applicants

### Selection

- selects most suitable candidate for job
- decides upon employee placement and need for training
- conducts induction and orientation interviews with hirees

### Performance Appraisal

- develops policies and procedures for performance reviews
- recommends and approves changes in status of employees
- co-ordinates promotions and transfers
- conducts termination and exit interviews
- counsels employees in regards to work-related problems

### Other Duties

- plans and organizes employee training
- develops system of employee records
- develops wage and salary schedules
- plans and administers employee services, ie., pension schemes
- plans research projects, ie., employee attitude surveys

Michael Erwin is a 27 year old applicant. Michael is not married and does not support any dependents.

Michael's educational history reveals that he completed 3 years of post-secondary education. Michael reported that he earned 50% of the expenses of this education. While in school, he participated in extracurricular athletic activities.

It has been determined that Michael is fluent in other languages in addition to both English and French.

In regards to appearance, he reports that he is 5'10" in height and weighs 185 lb.

On a more personal note, Michael indicated that he does not attend church on a regular basis.

Indicate your responses by circling one number on each scale.

1. How well do you think the applicant would GET ALONG with co-workers if hired for the position?

1	2	3	4	5	6	7
Get Along			Get Along			
Very			Very			
Poorly			Well			

2. To what extent would you LIKE TO WORK WITH the applicant?

1	2	3	4	5	6	7
Definitely			Definitely			
Would Not			Would			

3. How SUCCESSFUL do you feel the applicant would be if hired?

1	2	3	4	5	6	7
Very			Very			
Unsuccessful			Successful			

4. Would you RECOMMEND the applicant TO BE HIRED for the position of Personnel Officer?

1	2	3	4	5	6	7
Definitely			Definitely			
Would Not			Would			
Recommend			Recommend			

5. Would you INVITE the applicant to an INTERVIEW?

1	2	3	4	5	6	7
Definitely			Definitely			
Would Not			Would			
Invite			Invite			

6. To what extent do you LIKE the applicant?

1	2	3	4	5	6	7
Dislike			Like			
Very Much			Very Much			

7. How CONFIDENT are you in the judgments that you made about this job applicant?

1	2	3	4	5	6	7
Not At All			Very			
Confident			Confident			

8. How SIMILAR is the applicant to you?

1	2	3	4	5	6	7
Very			Very			
Dissimilar			Similar			

9. How RELEVANT was the information about the applicant to the RATINGS that you made?

1	2	3	4	5	6	7
Very			Very			
Irrelevant			Relevant			

10. How RELEVANT was the information about the applicant to the "RECOMMEND FOR HIRE" RATING that you made?

1	2	3	4	5	6	7
Very			Very			
Irrelevant			Relevant			

11. How RELEVANT was the information about the applicant to the "INVITE TO AN INTERVIEW" RATING that you made?

1	2	3	4	5	6	7
Very			Very			
Irrelevant			Relevant			



APPENDIX I

EXPERIMENTAL TASK OF RATING HYPOTHETICAL JOB APPLICANT  
FOR EXPERIENCED INTERVIEWERS



# UNIVERSITY OF WINDSOR

WINDSOR, ONTARIO N9B 3P4

TELEPHONE: AREA CODE 519  
253-4232

As stated in my previous contact with you, this phase of the study deals with your evaluations of a hypothetical job applicant. Please find attached a job description for a Personnel Officer, a written description of a job applicant, and several rating scales.

Please assume that you are a selection interviewer for a hypothetical local company. As part of your job, you are required to make a number of judgments about the person applying for the job of Personnel Officer.

After reading the job description, review the information given about the applicant for the job. This is a summary of the individual's application form. Normally, you would have more information, but, on the basis of the information provided, answer each question on the rating forms.

Indicate your responses by circling one point on the scale provided with each question. Again, your responses will be held in the strictest confidence.

When the results have been analyzed, you will receive a report on this study. Again, thank you very much for your assistance.

Sincerely,

Julia G. Coles

### PERSONNEL OFFICER

Responsible for manpower planning, recruitment and selection, performance appraisal, training, and the administration of personnel policies and programs.

#### Planning & Recruitment

- develops manpower inventories
- conducts manpower forecasting and planning
- carries out job analyses to obtain job descriptions and specifications
- recruits applicants for vacancies
- interviews and tests applicants

#### Selection

- selects most suitable candidate for job
- decides upon employee placement and need for training
- conducts induction and orientation interviews with hirees

#### Performance Appraisal

- develops policies and procedures for performance reviews
- recommends and approves changes in status of employees
- co-ordinates promotions and transfers
- conducts termination and exit interviews
- counsels employees in regards to work-related problems

#### Other Duties

- plans and organizes employee training
- develops system of employee records
- develops wage and salary schedules
- plans and administers employee services, ie., pension schemes
- plans research projects, ie., employee attitude surveys

Michael Erwin is an applicant for the job. On the application form, he indicated that he is married.

Michael's educational history reveals that he completed 3 years of post-secondary education and graduated with a Bachelor degree. While in school, he participated in extracurricular athletic activities.

Michael has 10 years of full-time work experience. His record indicates that he has training in the personnel field. He reported leaving his last place of employment because of a personal reason (ie., return to school, advancement).

He provided 2 work-related, occupational references and 1 personal reference on the application form.

On a more personal note, Michael indicated that he attends church on a regular basis.

Indicate your responses by circling one number on each scale.

1. How well do you think the applicant would GET ALONG with co-workers if hired for the position?

1	2	3	4	5	6	7
Get Along Very Poorly			Get Along Very Well			

2. To what extent would you LIKE TO WORK WITH the applicant?

1	2	3	4	5	6	7
Definitely Would Not			Definitely Would			

3. How SUCCESSFUL do you feel the applicant would be if hired?

1	2	3	4	5	6	7
Very Unsuccessful			Very Successful			

4. Would you RECOMMEND the applicant TO BE HIRED for the position of Personnel Officer?

1	2	3	4	5	6	7
Definitely Would Not Recommend			Definitely Would Recommend			

5. Would you INVITE the applicant to an INTERVIEW?

1	2	3	4	5	6	7
Definitely Would Not Invite			Definitely Would Invite			

6. To what extent do you LIKE the applicant?

1	2	3	4	5	6	7
Dislike Very Much			Like Very Much			

7. How CONFIDENT are you in the judgments that you made about this job applicant?

1	2	3	4	5	6	7
						Very
						Confident
Not At All						
Confident						

8. How SIMILAR is the applicant to you?

1	2	3	4	5	6	7
						Very
						Similar
Very						
Dissimilar						

9. How RELEVANT was the information about the applicant to the RATINGS that you made?

1	2	3	4	5	6	7
						Very
						Relevant
Very						
Irrelevant						

10. How RELEVANT was the information about the applicant to the "RECOMMEND FOR HIRE" RATING that you made?

1	2	3	4	5	6	7
						Very
						Relevant
Very						
Irrelevant						

11. How RELEVANT was the information about the applicant to the "INVITE TO AN INTERVIEW" RATING that you made?

1	2	3	4	5	6	7
						Very
						Relevant
Very						
Irrelevant						

APPENDIX J  
MANIPULATION CHECKS DATA

TABLE 2  
Summary of Analyses of Variance of Similarity and Relevance  
by Experience, Relevance and Similarity

Source of variation	df	Similar MS	F	Relevance-Ratings MS	F
Experience (A)	1	7.51	9.37**	5.58	3.97*
Relevance (B)	1	0.08	0.10	231.44	164.78**
Similarity (C)	1	390.01	486.59**	0.08	0.06
A X B	1	2.01	2.51	7.51	5.35*
A X C	1	0.01	0.01	0.01	0.01
B X C	1	5.58	6.96**	3.22	2.29
A X B X C	1	10.94	13.65**	0.01	0.01
Error	104	0.80		1.40	



TABLE 2 (continued)

Source of variation	df	Relevance-hire MS	F	Relevance-interview MS	F
Experience (A)	1	1.29	0.64	0.08	0.03
Relevance (B)	1	111.04	57.58**	52.94	22.12**
Similarity (C)	1	0.04	0.02	3.94	1.65
A X B	1	12.89	6.40**	8.58	3.58
A X C	1	0.04	0.02	0.72	0.30
B X C	1	0.14	0.07	0.08	0.03
A X B X C	1	0.00	0.00	0.22	0.09
Error	104	2.02		2.39	

\*  $p < .05$   
 \*\*\*  $p < .01$

TABLE 3

Mean Similar Ratings by Experience,  
Relevance and Similarity

<u>Experience (Exp)</u>	<u>Relevance (Rel)</u>	<u>Similarity (Sim)</u>		
Inexperienced - 4.14	Irrelevant - 3.91	Dissimilar - 2.02		
Experienced - 3.63	Relevant - 3.86	Similar - 5.75		
<u>Exp X Rel</u>	<u>Exp X Sim</u>	<u>Rel X Sim</u>		
Inexp	Inexp	Inrel		
Exp	Exp	Rel		
Irrel	Dissim	Dissim		
Rel	Sim	Sim		
4.04	2.29	1.82		
4.25	6.00	6.00		
3.79	1.75	2.21		
3.46	5.50	5.50		
<u>Exp X Rel X Sim</u>				
Inexperienced		Experienced		
Dissim	Sim	Dissim	Sim	
Irrel	1.64	6.43	2.00	5.57
Rel	2.93	5.57	1.50	5.43

Direction of Rating: The higher the mean score, the greater the perceived similarity.

TABLE 4  
Mean Relevance of Information Ratings  
by Experience, Relevance and Similarity

<u>Experience (Exp)</u>		<u>Relevance (Rel)</u>	<u>Similarity (Sim)</u>
Inexperienced - 4.32		Irrelevant - 2.66	Dissimilar - 4.13
Experienced - 3.88		Relevant - 5.54	Similar - 4.07

<u>Exp X Rel</u>		<u>Exp X Sim</u>	<u>Rel X Sim</u>
	<u>Irrel</u> <u>Rel</u>		<u>Dissim</u> <u>Sim</u>
Inexp	3.14   5.50	Inexp	4.36   4.29
Exp	2.18   5.57	Exp	3.89   3.86

<u>Exp X Rel X Sim</u>	
	<u>Inexperienced</u> <u>Experienced</u>
	<u>Dissim</u> <u>Sim</u> <u>Dissim</u> <u>Sim</u>
Irrel	3.36   2.93   2.36   2.00
Rel	5.36   5.64   5.43   5.71

Direction of Rating: The higher the mean score, the greater the perceived relevance of the information for all ratings.

TABLE 5

Mean Relevance of Information for Hiring Recommendation  
Ratings by Experience, Relevance, and Similarity

<u>Experience (Exp)</u>		<u>Relevance (Rel)</u>	<u>Similarity (Sim)</u>
Inexperienced	- 4.11	Irrelevant	- 2.98
Experienced	- 3.89	Relevant	- 5.02
			Dissimilar - 4.02
			Similar - 3.98

<u>Exp X Rel</u>		<u>Exp X Sim</u>	<u>Rel X Sim</u>
	<u>Irrel</u> <u>Rel</u>		<u>Dissim</u> <u>Sim</u>
Inexp	3.43   4.79	Inexp	4.14   4.07
Exp	2.54   5.25	Exp	3.89   3.89
			<u>Irrel</u> <u>Dissim</u> <u>Sim</u>
			3.04   2.93
			5.00   5.04

<u>Exp X Rel X Sim</u>			
		<u>Inexperienced</u>	<u>Experienced</u>
	<u>Irrel</u>	<u>Dissim</u> <u>Sim</u>	<u>Dissim</u> <u>Sim</u>
	3.50   3.36	2.57   2.50	
	<u>Rel</u>	4.79   4.79	5.21   5.29

Direction of Rating: The higher the mean score, the greater the perceived relevance of the information for the hiring recommendation.



APPENDIX K

INTERCORRELATIONS AMONG THE INDEPENDENT VARIABLES,  
MANIPULATION CHECKS AND DEPENDENT MEASURES

TABLE 7  
Intercorrelations Among the Independent Variables  
Manipulation Checks and Dependent Measures

Variables	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1. Experience	00	00	81**	12	-11**	60**	-26**	-23*	-42**	-49**	-31**	-34**	-11	-12	-12	-06	02
2. Relevance		00		-07	-01	-02	-07	-14	-14	-15	-08	-03	-12	-01	77**	58**	41**
3. Similarity			-03	-17	-09	-16	23*	26**	05	09	06	36**	01	88**	-01	-01	-11
4. Age				11	83**	57**	-28**	-21*	-40**	-45**	-28**	-27**	-07	-11	-15	-07	-05
5. Post-sec. education					10	07	-04	-15	05	-07	-03	-08	-08	-21*	-08	-17	-04
6. Yrs. interviewing experience						42**	-26**	-28**	-39**	-43**	-35**	-26**	-06	-15	-13	-01	00
7. Average no. interviews							-31**	-22*	-29**	-30**	-18	-27**	-06	-19*	-12	-12	-05
8. Co-worker								66**	47**	45**	46**	52**	03	41**	-03	-06	-08
9. Work with									49**	46**	47**	51**	05	19*	-08	-19*	-17
10. Success										69**	69**	67**	07	25**	-07	-14	-08
11. Hire											67**	36**	03	21*	00	-16	-09
12. Interview													-16	43**	12	06	-06
13. Liking														07	-11	04	07
14. Confidence															-05	-02	-13
15. Similar																67**	58**
16. Relevance-ratings																	69**
17. Relevance-hire																	
18. Relevance-interview																	

\*  $p < .05$ \*\*  $p < .01$ 

Note. Decimal places have been omitted.

APPENDIX L

• ANALYSES OF CONFIDENCE MEASURE DATA



TABLE 8

Summary of Analysis of Variance of Confidence  
Ratings by Experience, Relevance and Similarity

Source of variation	df	MS	F
Experience (A)	1	3.94	1.37
Relevance (B)	1	4.72	1.64
Similarity (C)	1	0.01	0.00
A X B	1	3.94	1.37
A X C	1	2.01	0.70
B X C	1	3.22	1.12
A X B X C	1	1.08	0.38
Error	104	2.88	

TABLE 9

Summary of Analyses of Covariance by Experience, Relevance and Similarity: Confidence as Covariate

Source of variation	df	Hire		Success		Liking	
		MS	F	MS	F	MS	F
Experience (A)	1	66.41	40.37**	36.24	26.92**	20.81	22.16**
Relevance (B)	1	7.33	4.46*	4.34	3.23	0.41	0.44
Similarity (C)	1	2.29	1.40	0.44	0.33	20.68	22.02**
A X B	1	0.09	0.05	2.89	2.15	2.09	2.23
A X C	1	0.65	0.40	0.54	0.40	17.29	18.41**
B X C	1	13.25	8.06**	11.46	8.51**	0.05	0.05
A X B X C	1	19.17	11.66**	10.04	7.46**	0.10	0.11
Confidence	1	0.44	0.27	0.86	0.64	4.56	4.86*
Error	103	1.64		1.35		0.94	

TABLE 9 (continued)

Source of variation	df	Interview		Work with		Co-worker	
		MS	F	MS	F	MS	F
Experience (A)	1	43.11	13.58**	7.59	7.52**	9.75	9.73**
Relevance (B)	1	3.56	1.12	2.65	2.63	0.76	0.76
Similarity (C)	1	1.77	0.56	9.73	9.65**	7.52	7.50**
A X B	1	10.15	3.20	1.00	0.99	2.47	2.47
A X C	1	12.39	3.91	1.93	1.92	0.01	0.01
B X C	1	35.91	11.31**	11.01	10.92**	12.24	12.22**
A X B X C	1	5.57	1.75	0.74	0.74	5.62	5.61*
Confidence	1	2.57	0.81	0.08	0.08	0.04	0.04
Error	103	3.17		1.01		1.00	

\*  $p < .05$   
 \*\*  $p < .01$

TABLE 10

Unadjusted and Adjusted Sums of Squares for Hire and Liking Ratings  
by Experience, Relevance and Similarity: Confidence as Covariate

Source of variations	Hire		Liking	
	Unadjusted SS	Adjusted SS	Unadjusted SS	Adjusted SS
Experience (A)	66.04	66.41	18.89	20.81
Relevance (B)	7.00	7.33	0.14	0.41
Similarity (C)	2.29	2.29	20.57	20.68
A X B	0.14	0.09	2.89	2.09
A X C	0.57	0.65	18.89	17.29
B X C	12.89	13.25	0.00	0.05
A X B X C	18.89	19.17	0.04	0.10
Confidence	-	0.44	-	4.56
Error	169.86	169.41	101.29	96.73
Total	277.68	277.68	162.71	162.71

APPENDIX M  
ANALYSES OF RELEVANCE MEASURES DATA

TABLE 11  
Summary of Analyses of Covariance by Experience, Relevance and Similarity: Relevance as Covariate

Source of variation	df	Hire MS	F	Success MS	F	Liking MS	F
Experience (A)	1	62.73	38.35**	31.55	23.92**	13.27	14.11**
Relevance (B)	1	2.19	1.34	1.49	1.13	4.17	4.43*
Similarity (C)	1	2.59	1.58	0.29	0.22	18.79	19.98**
A X B	1	0.34	0.21	1.51	1.14	1.46	1.56
A X C	1	0.53	0.32	0.53	0.40	18.26	19.41**
B X C	1	13.31	8.14**	11.78	8.93**	0.14	0.15
A X B X C	1	18.67	11.41**	9.98	7.57**	0.07	0.07
Relevance-ratings	1	0.83	0.51	2.03	1.54	5.31	5.65*
Relevance-hire	1	4.29	2.63	2.58	1.96	0.32	0.34
Relevance-interview	1	0.57	0.35	0.63	0.48	1.83	1.94
Error	101	1.64		1.32		0.94	

TABLE 11 (continued)

Source of variation	df	Interview		Work with		Co-worker	
		MS	F	MS	F	MS	F
Experience (A)	1	34.13	11.15**	5.71	5.65*	8.47	8.42**
Relevance (B)	1	4.49	1.47	3.43	3.40	0.66	0.65
Similarity (C)	1	1.91	0.62	9.35	9.25**	7.37	7.33**
A X B	1	7.71	2.52	0.69	0.68	2.54	2.52
A X C	1	11.59	3.79	1.95	1.93	0.01	0.01
B X C	1	39.08	12.77**	12.08	11.95**	12.85	12.78**
A X B X C	1	5.23	1.71	0.77	0.76	5.62	5.58*
Relevance-ratings	1	11.77	3.85	1.85	1.83	0.96	0.95
Relevance-hire	1	11.75	3.84	0.08	0.08	0.88	0.87
Relevance-interview	1	0.06	0.02	0.13	0.12	0.00	0.00
Error	101	3.06		1.01		1.01	

\*  $p < .05$ \*\*  $p < .01$

TABLE 12

Unadjusted and Adjusted Sums of Squares for Hire and Liking Ratings  
by Experience, Relevance and Similarity: Relevance as Covariate

Source of variation	Hire		Liking	
	Unadjusted SS	Adjusted SS	Unadjusted SS	Adjusted SS
Experience (A)	66.04	62.73	18.89	13.27
Relevance (B)	7.00	2.19	0.14	4.17
Similarity (C)	2.29	2.59	20.57	18.79
A X B	0.14	0.34	2.89	1.46
A X C	0.57	0.53	18.89	18.26
B X C	12.89	13.31	0.00	0.14
A X B X C	18.89	18.67	0.04	0.07
Relevance-ratings	-	0.83	-	5.31
Relevance-hire	-	4.29	-	0.32
Relevance-interview	-	0.57	-	1.83
Error	169.86	165.21	101.29	95.03
Total	277.68	277.68	162.71	162.71



APPENDIX N  
ANALYSES OF AGE MEASURE DATA

TABLE 13  
Means and Standard Deviations of Age and Post-Secondary Education  
Measures for Inexperienced and Experienced Interviewers

Interviewers	n	Age mean	SD	Post-Sec. Education mean	SD
Inexperienced	56	22.95	3.31	2.61	1.42
Experienced	56	40.68	8.54	2.96	1.60
t-value		14.29*		1.25	

\*  $p < .01$  (one-tailed test)

TABLE 14  
 Intercorrelations Among Age and Dependent Variables  
 for Inexperienced and Experienced Interviewers<sup>a</sup>

	1	2	3	4	5	6	7
1. Age	-	.09	12	-.05	.01	.14	.12
2. Co-worker	-.24	-	.53**	.42**	.47**	.43**	.25
3. Work with	-.13	.77**	-	.44**	.45**	.34*	.46**
4. Success	-.18	.40**	.47**	-	.66**	.69**	.13
5. Hire	-.19	.25	.34*	.56**	-	.62**	.24
6. Interview	-.13	.42**	.53**	.64**	.65**	-	.11
7. Liking	-.05	.48**	.53**	.33**	.37**	.54**	-

\*  $p < .05$

\*\*  $p < .01$

Note. Decimal points have been omitted.

<sup>a</sup> coefficients above the diagonal are for Inexperienced Interviewers.  
 coefficients below the diagonal are for Experienced Interviewers.

APPENDIX O  
MEANS AND STANDARD DEVIATIONS OF RATINGS  
AS A FUNCTION OF EXPERIENCE

TABLE 15

Means and Standard Deviations of Dependent Variables by Inexperienced and Experienced Interviewers

Interviewer	n	Dependent Variables							
		Co-worker	Work with	Success	Hire	Interview	Liking		
		mean	mean	mean	mean	mean	mean	SD	SD
Inexperienced	56	4.73	4.50	4.43	3.82	4.91	4.51	1.35	
Experienced	56	4.14	3.98	3.30	2.29	3.69	3.69	0.89	

Note. Means of inexperienced and experienced interviewers on each measure were significantly different.

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