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# Person perception in the job interview : the effect of congruent & incongruent information between the job interview and letter of reference

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PERSON PERCEPTION IN THE JOB INTERVIEW:  
THE EFFECT OF CONGRUENT & INCONGRUENT INFORMATION  
BETWEEN THE JOB INTERVIEW AND LETTER OF REFERENCE

BY

SHAREN DALE ENSCORE

A THESIS  
SUBMITTED TO THE GRADUATE FACULTY  
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IN PSYCHOLOGY

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RUNNING HEAD: EMPLOYMENT DECISIONS

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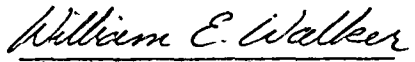
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ABSTRACT

The following research examined the differences in two modes of presentation within the employee interview situation; the letter of reference and the job interview. Past research has failed to examine these two modes presented in succession to the same subjects to ascertain the more salient mode. In the present research this was determined by pairing a letter of reference with an incongruent job interview to see which mode has the greater influence on the decision to hire. Information on a woman applicant was presented to 40 male and 40 female college business students via these two modes. Main effects were found for reference and videotape on the decision to hire variable. This indicates that both modes of presentation were determining factors in the employment interview. These results did not replicate the previous findings of Ensore and Sholley (Note 1) presented to introductory psychology students. A reference by interview by sex interaction was found for the decision to hire variable when first presenting a good or bad letter of reference followed by an incongruent job interview. These results showed while type of reference information provided did affect the amount of power of the interview, the interview was the more salient variable. The discrepancy found in these

results can best be attributed to the differences in the subject populations. In general, the business students were more influenced by the negative information regardless of its means of presentation.

PERSON PERCEPTION IN THE JOB INTERVIEW:  
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The way in which people form impressions of others has been explored and investigated in a variety of manners. Theories on the formation of impressions, analyses of the processes involved, and the stimuli which are incorporated have each offered insight and understanding in this area. Three factors of importance in the formation of impressions are the amount of prior information, whether this information is negative or positive, and the manner in which it is presented. Knowledge of the impression formation process can have particular heuristic and practical value in the area of the employment interview.

The employment interview, because of the very nature of the job, will make certain judgements about the applicant. It is for this reason that theories of attribution and the perceptual process are important areas of study in employment interviewing. As Peskin (1974) stated, "the interviewer is influenced by what he perceives" (p.35). There have been three principle theories proposed to explain the attribution process. Fritz Heider, who began his work in the 1940's, explained person perception within a gestalt framework. He emphasized a description of the perceiver's subjective experience rather than objective

concentration on stimulus input. Although too global to be entirely testable, his theory has supplied the basis for the correspondent inference theory of Jones and Davis (1965) and Kelley's attribution theory (1967). Jones and Davis were concerned with attribution to the person, while Kelley's theory was mainly concerned with attribution based on the external environment (Shaw & Costanzo, 1970). Taken together, these theories provide the foundation for the research generated on person perception and the environmental or personal attributions made in that process.

Mischel (1976) defined attribution as the process of assigning traits to people on the basis of first impressions and prior knowledge. Attribution processes act as a system to classify and categorize the actions of people and the causes of their behavior. Shaver (1976) indicated that person perception consists of forming an impression and appraising its accuracy in three stages. The first stage consists of observation of the action through face to face interaction, viewing a representation, or hearsay. Judgement of intention is the second stage in the attribution process. This is based on situational assessment through knowledge of the actor and understanding of one's own past experiences in a similar situation. The final stage in person perception is making a dispositional assessment. In this stage an attempt is made to explain past and present behaviors



of others, to predict fairly accurately why they are doing that action and what those individuals are likely to do in the future.

Within the attribution process, there are many kinds of stimuli that a perceiver can incorporate to form a perception. Physical appearance, verbal behavior, cultural information, and situational factors have been most widely investigated. Likewise, a number of these cues have been shown to interfere with the interviewer's decision on hiring: The interview situation is judgemental, highly structured and enmeshed in semantics and uncertain screening methods (Peskin, 1971). Particular research emphasis has been placed on attractiveness, sex, and the "primacy effect" (the power of prior information). The fact that attractiveness is important suggests that results of interview decisions may depend on whether an applicant is seen. A study by Ferris and Gilmore (1977) sought to determine if a resume is sufficient to simulate an interview, and what effect sex differences have on the evaluation of an applicant. They determined that a single mode of presentation, whether a videotaped interview, resume, or audiotaped interview, produced no significant differences in the hiring decision. Also, the applicant's sex and rater's sex influenced the favorability ratings. In general, male raters judged applicants more leniently than did female raters.

The types and amounts of information stimuli are determined by the demands of the situation, thus each individual uses these stimuli in varying degrees in forming their impressions. The information is then encoded in the perceiver's already established categories. Based on common learning experiences, observers may reach interpretation and labels from minimal stimuli. Kelley (1950) demonstrated this fact when he described a lecturer to his subjects as being "warm" or "cold". His results showed that individuals attribute similar traits to warm and cold on the basis of their past experiences with warm and cold people.

Dipboye and Wiley (1977) studied the reactions of 66 male college recruiters to interviewee sex and self-presentation style. Half of the experimental subjects viewed a videotape of the candidate presenting himself or herself in a passive manner. The other half of the experimental subjects viewed a moderately aggressive interviewee of either sex. Subjects also read a resume of the passive or aggressive applicant who was portrayed as highly qualified. Contrary to their hypotheses, the results showed that the moderately aggressive female was rated as favorably as the moderately aggressive male, and the passive males were rated as negatively as the passive females. They also perceived the female's overall qualifications and her experience/training as superior to that of the male's. This result suggests that the emphasis on applicant sex as a biasing factor in the

interview process is not as important as once considered.

One manner in which stimuli have been investigated is by examining the effect of prior information on the forming of impressions. Early information serves as a conceptual anchor that influences the interpretation of later information. This biasing effect of initial information is referred to as the "primacy effect". Thibaut and Kelley (1959) indicated that early information was more influential in molding a perception than subsequent information. Dailey (1952) found that first impressions were not only lasting, but tended to be inaccurate. His studies revealed that first impressions carry over to the interviewer's evaluation and judgement (attribution) concerning the applicant's ability to perform a job. Anderson (1974) suggested that people weigh later data smaller than data already processed, and the additional information is employed mainly to confirm their initial conceptualizations. In other words, people tend to adhere to their initial concepts and selectively channel or bias the later information. Luchin (1957) presented subjects with two blocks of differing information about a person and showed how the block presented first had the greater effect on the impression. In relation to this, Richey, McClelland and Shimkunas (1967) found that negative information produced a more lasting effect on impressions regardless of whether it was presented first. It was also found that when information is

incongruent, the perceiver will place more power on the negative information to form a unified impression.

Similar perceptual effects have been demonstrated in the employee interview situations. Within these settings, Carlson and Mayfield (1967), Miller and Rowe (1967), Carlson again in 1971 and Constantin in 1976 have shown that unfavorable information receives a greater weight in decision making than does favorable information. Constantin (1976) extended his research beyond favorability to include relevancy-irrelevancy and normacy-deviancy factors. He concluded that unfavorable information that was considered relevant to the hiring decision was judged lower than the same information considered irrelevant. Also, favorable information was judged highly, regardless of the relevancy of the information. In general, the extensive reviews of the employment interview done by Ulrich and Trumbo (1965), Mayfield and Carlson (1966) and Wright (1969) suggested that employment decisions are influenced more by unfavorable information than by favorable information, and decisions are made early in the interview, particularly if prior information has been supplied via other modes of presentation such as the reference, resume, or application form.

Smith, Mitchell and Rollo (1974) extended the concept that decisions are made early in the interview in accordance with the "primacy effect" research. They found that the application form

was a very persuasive mode of presentation in determining the decision to hire. This apparent influence of the application form on ratings was attributed to the fact that the application form was the first source of information usually seen by an employer. Also, these first impressions formed on the basis of information provided by the application were significantly related to final decisions on hiring.

Carlson and Mayfield (1967) looked at the differences between visual information (photograph) and written information (application form). Managers, receiving only one type of information were asked to rank order the candidates and to also rate each on a semantic differential scale. They found that for both modes of presentation, the most important factor in the decision to hire was the average level of favorability obtained from the ratings. The rank ordering of the photographs showed greater variability than the ranking of the applications; nonetheless, photographs were rated higher than applications. An extension of this result was that favorable information received from photographs had greater impact on employment decisions while unfavorable information in the application forms was given more weight. If one may generalize from photographs to interview situations, it seems likely that the visual information will be highly influential in decision making.

Ensore and Sholley (Note 1) extended current literature on job interviews by examining the effects of incongruent information presented in the letter of reference and job interview on the decision to hire. A pilot study had been conducted prior to the experiment. This pilot study used 60 college students to ascertain if the stimuli (modes of presentation) did in fact show differences. Subjects were divided into four groups: good (letter of) reference, bad reference, good videotape (job interview), and bad videotape. Results confirmed that there were significant differences in the good and bad reference, and in the good and bad videotape, but the differences in the references were more subtle and showed greater variability. (See Appendix A for means and results). A second pilot study was conducted post hoc using 78 high school students, in which the students were exposed to each of the four treatment methods in random order. They were asked to rate each treatment on a scale from one (very bad) to ten (very good). The means for the treatments were as follows: good reference, 7.5; bad reference, 4.3 ( $F = 410.3$ ,  $df = 1,154$   $p < .05$ ); good videotape, 7.3; and bad videotape, 4.3 ( $F = 448.5$ ,  $df = 1,154$   $p < .05$ ). This result showed the differences between the good and bad modes of presentation were significant and supported the primary pilot study.

For the Ensore and Sholley (Note 1) experiment, information on a woman applicant applying for a bank management position was

presented to 24 male and 24 female introductory psychology students via these two modes. Four treatment methods were used: good reference-good videotape, good reference-bad videotape, bad reference-bad videotape, and bad reference-good videotape. Subjects were instructed to rate the applicant on a list of nine polar opposites including a decision to hire variable. (See Appendix B for means and standard deviations). These polar opposites contained adjectives that reflected the applicant's social desirability, confidence level, security and interview skills. The differences in the "good" and "bad" applicant appeared in these variables. She was portrayed as equally qualified on the basis of education and job experience for each treatment. A reference by videotape by sex interaction was found for the decision to hire variable when first presenting a good or bad reference followed by an incongruent videotaped job interview. The results indicated that while type of reference information provided did effect the power of the interview, the interview itself was the more salient variable.

The following research was a continuation of these themes and addressed two issues. First, a replication of the Ensore and Sholley (Note 1) experiment was done, using business students as raters instead of college introductory psychology students. This attempted to determine if college students behave in similar fashion as business students when evaluating employment situations.

Second, the modes of presentation were reversed (the videotape job interviews was presented before the references) to determine if the job interview was the more salient variable regardless of when it was presented. Based on the past research in employment interviews, the following hypotheses were formed: (1) congruent information leads to an appropriate hiring decision; and, (2) within incongruent information situations, the videotaped job interview has more impact on the decision to hire, regardless of order of presentation or nature of the letter of reference (good or bad).

### Method

#### Subjects

The subjects were 40 male and 40 female college business students from the School of Business at Virginia Commonwealth University. The subjects were randomly assigned to one of 8 treatment methods. Each subject signed a consent form indicating willingness to participate in the study and was debriefed as to the purpose of the experiment immediately following their participation in the research. (See Appendix C for consent form).

#### Apparatus

The videotaped job interviews were those used in the previous study done by Ensore and Sholley (Note 1). Two simulated three minute job interview excerpts were made of a woman applying for a bank management position at a large city bank. The videotape



programs were judged as either a "good" or "bad" job interview. The basis for determining good and bad characteristics was obtained from past research on the factors which have been shown to influence the perceptions of interviewers. Particular emphasis has been placed on sex, scholastic record, attractiveness, non-verbal communication and race, (Ferris and Gilmore, 1977). The effects of eye contact as a determinant to the decision to hire has been researched by Amalfitano and Kalt (1977). Their results indicated that eye contact affected the interviewer's evaluation of the applicant, which in turn was positively related to the decision to hire. Rand and Wexley (1975) showed that biographical (race and background) similarity of the interviewer and applicant led to higher ratings of the candidate's job suitability and other personal characteristics. They likewise perceived the applicant as more intelligent, better adjusted and better liked.

In the "good" interview, the female responded well to the interviewer's questions, displayed good eye contact and facial expressions, showed poise, attractiveness and biographical similarity to the interviewer. The "bad" interview contained a similar job interview in content except the female demonstrated poor social skills, was not confident, acted nervously, gave poor eye contact, and groped with many of the questions of the interviewer.

To accompany the videotape interviews, two letters of

reference ("good" and "bad") were written by a fictitious college professor who was both advisor and instructor to the woman applicant, (see Appendix D and E for references). They differed in the areas of confidence, motivation, independence, personal interests and recommendations. In the good reference the female was highly recommended, while in the bad one she was recommended with some risk. The education, early background and job experience were the same.

#### Procedure

A replication of the Ensore and Sholley (Note 1) experiment was performed with 40 college business students (20 males and 20 females). The subjects were divided into four treatment methods with five males and five females in each. The treatments were good reference-good videotape, good reference-bad videotape, bad reference-good videotape and bad reference-bad videotape. The remaining 40 business students (20 males and 20 females) were likewise divided into four groups of five males and five females each. For these groups, the order was reversed such that the videotape was presented first. These were good videotape-good reference, good videotape-bad reference, bad videotape-good reference, and bad videotape-bad reference.

All subjects, regardless of experimental group, were instructed as follows:

Please rate Delores Brown's employability on the basis of the previous information provided to you (reference and videotape). Use the following scale from 1 to 7 to score this, with the lower numbers corresponding to the words on the left, proceeding to the higher numbers corresponding to the words on the right. Place yourself in the position of an employer who is looking to fill a vacant bank manager position in a large area bank.

The employability scale contained a list of nine polar opposites. The antonyms included were: dependent-independent; non-achiever-high achiever; non-assertive-high assertive; poor social skills-good social skills; insecure-secure; low aggressive-high aggressive; uncooperative-cooperative; non-confident-confident; and would hire-would not hire. Following the decision to hire variable was the question "Why or why not?". (See Appendix F for employability scale).

### Results

Table I is a list of the means and standard deviations of the rater's responses on the employability scale. The structure of this experiment was a 2x2x2x2 design. Four factors were involved in the analysis computed on the data with two levels each of sex, order, nature of reference and nature of videotape.

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Insert Table 1 about here

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All tests for significance were conducted at the  $p < .05$  level, and the F max test confirmed the homogeneity of the group variances.

Table 2 is a summary of the results obtained by the four-factor

analysis of variance. Also included in this table are the results from the research by Ensore and Sholley (Note 1) and the concurrent correlational study.

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Insert Table 2 about here

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There are two significant 3-way interactions found from the analysis. Figure 1 illustrates the reference by videotape by order interaction found for poor social skills-good social skills ( $F=4.496$ ,  $df=1,79$   $p<.05$ ). For this variable, the order of presentation influenced the amount of power of the videotape. When the bad reference was presented before the good videotape, the mean was considerably lower ( $\bar{x} = 3.6$ ), than when the good videotape came before the bad reference ( $\bar{x} = 5.6$ ).

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Insert Figure 1. about here

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In Figure 2 are the mean ratings of sex by videotape by order interaction obtained for uncooperative-cooperative ( $F=9.324$ ,  $df=1,79$   $p<.05$ ). The females who were presented with a good videotape rated the applicant slightly higher than males, regardless of the nature of the reference. However, those females viewing the bad videotape rated the applicant much lower than the males. Three 2-way interactions of reference

by videotape resulted for non-achiever-high achiever ( $F=12.245$ ,  $df=1,79$   $p<.05$ ), insecure-secure ( $F=10.565$ ,  $df=1,79$   $p<.05$ ) and non-confident-confident ( $F=4.14$ ,  $df=1,79$   $p<.05$ ).

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Insert Figure 2, about here

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These 2-way interactions showed that while type of reference provided did effect the power of the videotape, the videotape was the more salient factor.

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Insert Figures 3, 4 and 5 about here

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Main effects differences of sex were found for dependent-independent ( $F=9.838$ ,  $df=1,79$   $p<.05$ ) and for low aggressive-high aggressive ( $F=4.349$ ,  $df=1,79$   $p<.05$ ). For these variables, the males rated slightly higher than the females, (see Table 2). These variables also demonstrated videotape main effects; dependent-independent ( $F=92.05$ ,  $df=1,79$   $p<.05$ ), and low aggressive-high aggressive ( $F=289.458$ ,  $df=1,79$   $p<.05$ ). The combined results of videotape and sex main effects for these two variables indicated that the ratings given by the subjects were based independently on which videotape they were shown, and whether they were male or female. Reference and videotape main effects were found for would hire-would not hire ( $F=4.97$ ,  $df=1,79$   $p<.05$ ) and ( $F=140.03$ ,  $df=1,79$   $p<.05$ ), thus

both modes of presentation were determining factors in the employment interview. Videotape differences alone were demonstrated for non-assertive-assertive ( $F=173.15$ ,  $df=1,79$   $p<.05$ ). This showed that the differences in the subject's ratings of this variable were dependent on the nature of the videotape, whether good or bad.

The results obtained by the correlational study showed the relationship of each of the variables to the decision to hire. (See Table 2). All the variables except dependent-independent and uncooperative-cooperative were highly correlated to the decision to hire, with insecure-secure, non-achiever-high achiever, and non-confident-confident having the highest  $r$  value. The  $r^2$  indicates the increase or decrease in the amount of explained variance. Table 2 demonstrates that insecure-secure,  $r^2 = .72442$ , explained the greatest percentage of the variance.

### Discussion

The videotape job interview did not produce significantly higher differences throughout each of the variables as predicted. Additionally, the replication of the Enscore and Sholley (Note 1) experiment using college business students as raters did not duplicate the ratings of the introductory psychology subjects, although some similarities were found. These results are possibly explained because a) college students rated more leniently than the business students, b) business students were more influenced by negative information regardless of the mode presentation,

and/or c) the variability in the scores within the groups produced the non-significant differences.

The assumption that the ratings of college students would be similar to business students had been based on the conclusions of Bernstein, Hakel and Harlan (1975) whose research discovered no important findings that would limit generalizability. Their studies showed a resulting correlation of .93 between interviewers' and students' scale values. They did however state that the conclusion should not be misunderstood as total acceptance of college students in place of "real world" samples. They also found that college students were more lenient in the area of scholastic average and judgements of suitability.

In the present study, the business students who received incongruent information were more influenced by the negative information which also affected their decision to hire rating. In response to the question on the scale of "why or why not", business subjects were more critical of the applicant's job experience, appearance, and interview skills than were the college students, and thus were not inclined to hire the individual. They responded that although the applicant appeared qualified, the negative information obtained in the reference or job interview was too influential to ignore. Some students also felt that another interview was needed before making a final decision on hiring. Holman (1973) found similar results in his study on

employment interviews. He concluded that interviewers process negative information accurately, but they do not place sufficient weight on positive information.

Table 1, a list of the means and standard deviations, indicates that the first hypothesis - congruent information leads to an appropriate hiring decision - was found. For each variable except uncooperative-cooperative, the means of the good reference-good videotape were higher than the means of the bad reference-bad videotape, regardless of the order of presentation. (Uncooperative-cooperative was not predicted to show significant differences because the applicant was portrayed as cooperative throughout the treatment methods). On face value, the mean ratings would also indicate that the second hypothesis - within incongruent situation, the videotape job interview has more impact on the decision to hire regardless of order of presentation or nature of reference - would also be concluded. Figures 1, 2, 3, 4 and 5 illustrate the effect of the videotape in relation to the interacting factors. Although the nature of the reference, order of presentation, and sex of raters did affect the power of the videotape, the videotape job interview was the most salient factor. For each variable, the means of the bad reference-good videotape were considerably higher than those of the good reference-bad videotape. However, the standard deviations were larger and indicated greater variability within the scores, thus reducing the chance of finding significant differences.



A correlational study was conducted to determine the relationship between the decision to hire and all other variables. The findings indicated that there is a high correlation between the variables excluding uncooperative-cooperative and dependent-independent. This relationship among the highly correlated variables can be attributed to the fact that each variable in some way deals with the social desirability and interview skills of the applicant. Insecure-secure explained the greatest amount of variance of the variables which means that subjects' variability in the decision to hire was most closely related to whether or not the applicant appeared secure.

The analysis of variance results showed reference and videotape main effects differences for the decision to hire variable, showing that both modes of presentation were determining factors in the employment decision. These results did not replicate the previous findings of Ensore and Sholley (Note 1) which concluded a reference by videotape by sex interaction for the decision to hire variable. Those earlier results showed that while type of reference information provided did affect the amount of power of the videotaped job interview, the interview was the more salient variable. The results obtained in the replication study that were similar to the previous research included non-confident-confident, insecure-secure, low-aggressive-high aggressive, non-assertive-high assertive, and dependent-independent.

The outcome of this series of investigations would suggest that the job interview is very influential in the decision to hire. However, the existence of the power of negative information, regardless of how it is presented, and other significant factors points to the possible inconclusiveness of this data. Suggested further study would be to expand the experiment to include more treatment methods. Situations with male interviewees could be devised to ascertain sex stereotype biases. The measurement could also be expanded to include a wider variety of variables. Each of these suggestions may provide strong influences in future research that could produce the significant differences that were hypothesized.

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Table 1

Means and standard deviations of rater's responses on the employability scale

	REFERENCE/VIDEOTAPE ORDER								REFERENC/VIDEOTAPE ORDER								
	MALE				FEMALE				MALE				FEMALE				
	GOOD REF		BAD REF		GOOD REF		BAD REF		GOOD REF		BAD REF		GOOD REF		BAD REF		
	GV	EV	GV	EV	GV	EV	GV	EV	GV	EV	GV	EV	GV	EV	GV	EV	
dependent-independent	$\bar{x}$	6	3.4	5.4	2.8	5.4	2	4.8	2.2	6	3.4	6.2	4	5.8	3.4	4.8	2.2
	SD	.7	.89	1.3	1.6	2.1	0	.3	1.3	0	1.3	1.1	1.7	1.3	.54	1.1	1.1
non-achiever-high achiever	$\bar{x}$	6.6	2.6	5.4	2.2	6.8	2.8	5.4	4	5.8	3	6	3.4	7	3	5.2	2.8
	SD	.54	.89	.89	1.3	.44	.83	.89	1.6	.44	.7	1	.54	0	1.4	1.1	1.3
non-assertive-high assertive	$\bar{x}$	5.8	2.4	5.2	2.2	6	1.4	4.8	1.8	6	2.4	5.2	2	6.2	2	6.2	1.6
	SD	.83	.89	2.2	1.3	1.4	.89	1.9	.83	1	1.1	1.3	1.4	1.3	1	.83	.89
poor social skills-good social skills	$\bar{x}$	5.2	3	4.4	3.2	6.4	2.2	3.2	1.4	5.6	3.4	5.8	2	5.6	2.2	5.4	1.6
	SD	1.1	1.9	1.3	1.8	.89	.83	2.2	.54	.54	1.1	.83	1.2	.89	1.3	1.7	.89
insecure-secure	$\bar{x}$	6	2	4.8	2	6.6	2.2	3.8	1.8	5.6	1.8	4.8	2	5.8	1.6	4.6	1.2
	SD	1	.7	1.5	1	.89	.83	1.5	.83	1.1	.44	.44	1	1.1	.54	.54	.44
low aggressive-high aggressive	$\bar{x}$	6	2.2	6	2.2	5.8	2.2	5.4	1.6	6.2	2.6	5.6	2	5.8	1.4	5.6	1.6
	SD	.7	1.1	1	1.6	.83	1.3	1.1	.89	.83	.89	1.1	1.4	.83	.54	.89	.54
uncooperative-cooperative	$\bar{x}$	6	4	6	4.6	6.2	6.2	6	5.2	5.8	2.4	6.4	3.2	6.8	2.6	6.4	1.4
	SD	1	1	1	1.1	.83	1.1	.7	1.3	.44	.89	.54	.44	.44	1.3	1.3	.89
non-confident confident	$\bar{x}$	6.2	2	5.8	2.2	7	2.4	4.4	2	6.4	1.8	5.6	2.4	5.8	2.2	4.6	1.4
	SD	.83	.7	1.3	.44	0	1.1	1.1	.7	.89	.83	1.1	1.5	1.6	1.6	1.8	.54
would not hire-would hire	$\bar{x}$	5.4	1.8	4.2	1.8	5.8	2.2	4.2	1.4	5.8	2.2	5.6	1.8	5.8	1.2	4.6	1.4
	SD	1.1	.83	2.4	.83	.83	1.8	3	.54	.83	.83	.89	.83	.44	.44	1.1	.89



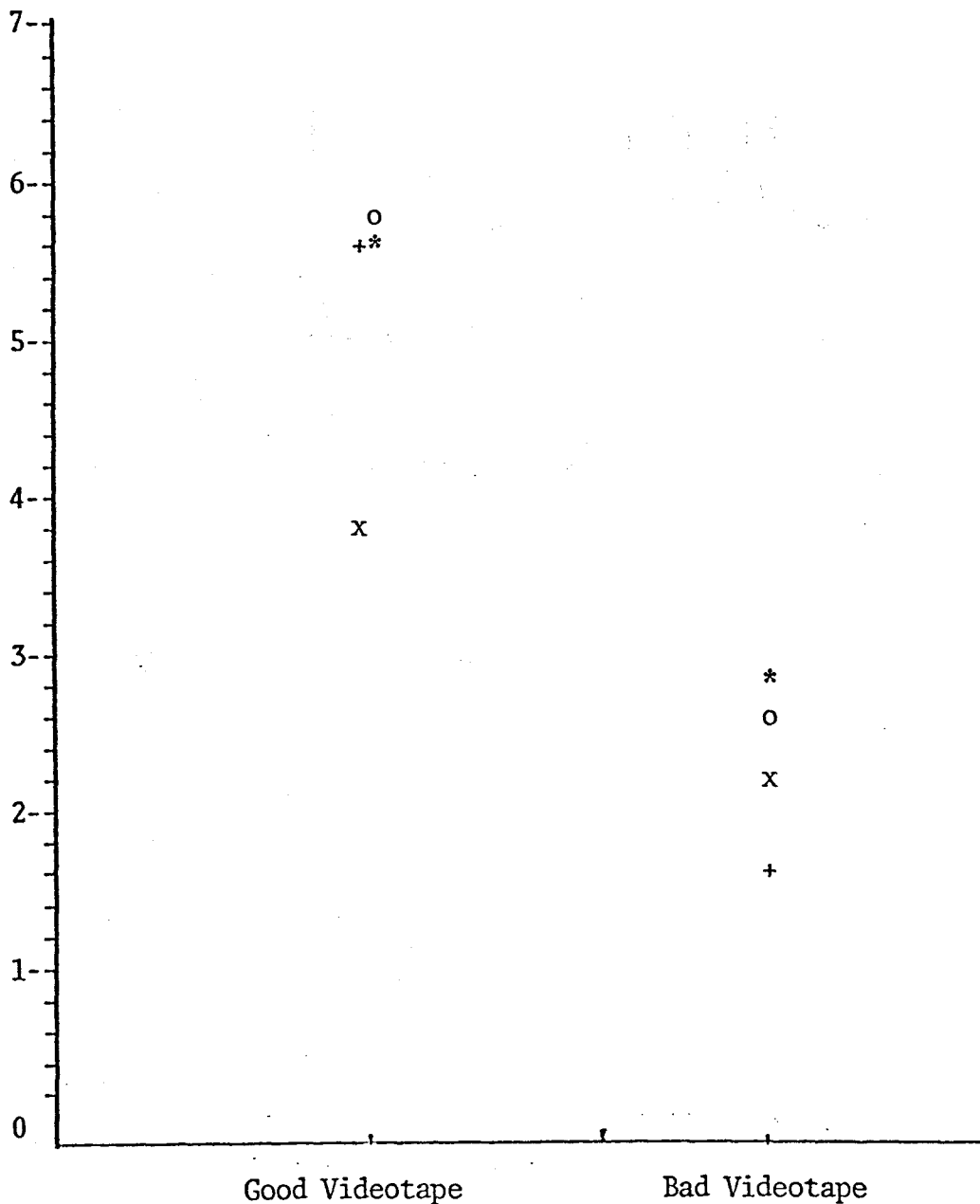
Table 2  
Results of analyses of variance in terms of significance of highest order effects  
and correlations between each variable to the decision to hire

Correlation to	dependent-independent	non-achiever-achiever	non-assertive-assertive	poor social skills-good social skills	insecure-secure	low-aggressive-aggressive	uncooperative-cooperative	non-confident-confident	would not hire-would hire
would not hire	r=.61571	r=.81711	r=.79384	r=.75378	r=.85113	r=.76163	r=.59118	r=.81041	
would hire	r=.00127	r=.04723	r=.00121	r=.02721	r=.72442	r=.00429	r=.00090	r=.00426	
variable change									
<u>Main Effects:</u>									
Sex	F=9.838,df=2, p<.05					F=4.349,df=2, p<.05			
Reference		F=9.736,df=1,47 p<.05	F=12.143,df=1,47 p<.05	F=5.85,df=1,47 p<.05		F=6.32,df=1,47 p<.05			F=4.97,df=1,79 p<.05
Videotape	F=92.05,df=1,79 p<.05	F=24.435,df=1,47 p<.05	F=17315,df=1,79 p<.05	F=28.459,df=1,47 p<.05		F=289.458,df=1,79 p<.05			F=140.03,df=1,79 p<.05
	F=41.04,df=1,47 p<.05		F=85.435,df=1,47 p<.05			F=77.18,df=1,47 p<.05			
<u>Order</u>									
<u>2-way Interactions:</u>									
Sex x Refer									
Sex x Video									
Sex x Order									
Refer x Video		F=12.245,df=1,79 p<.05			F=10.565,df=1,79 p<.05			F=4.14, df=1,79 p<.05	
					F=4.323,df=1,47 p<.05			F=10.092,df=1,47 p<.05	
Refer x Order									
Video x Order									
<u>3-way Interactions:</u>									
Sex x Refer x Video									F=5.077,df=1,47 p<.05
Sex x Refer x Order									
Sex x Video x Order						F=9.324,df=1,79 p<.05			
Refer x Video x Order			F=4.496,df=1,79 p<.05						
<u>4-way Interactions:</u>									
Sex x Refer x Video x Order									

(Key: [thesis results] [Enscoe & Sholley (Note 1) results])

Figure Caption

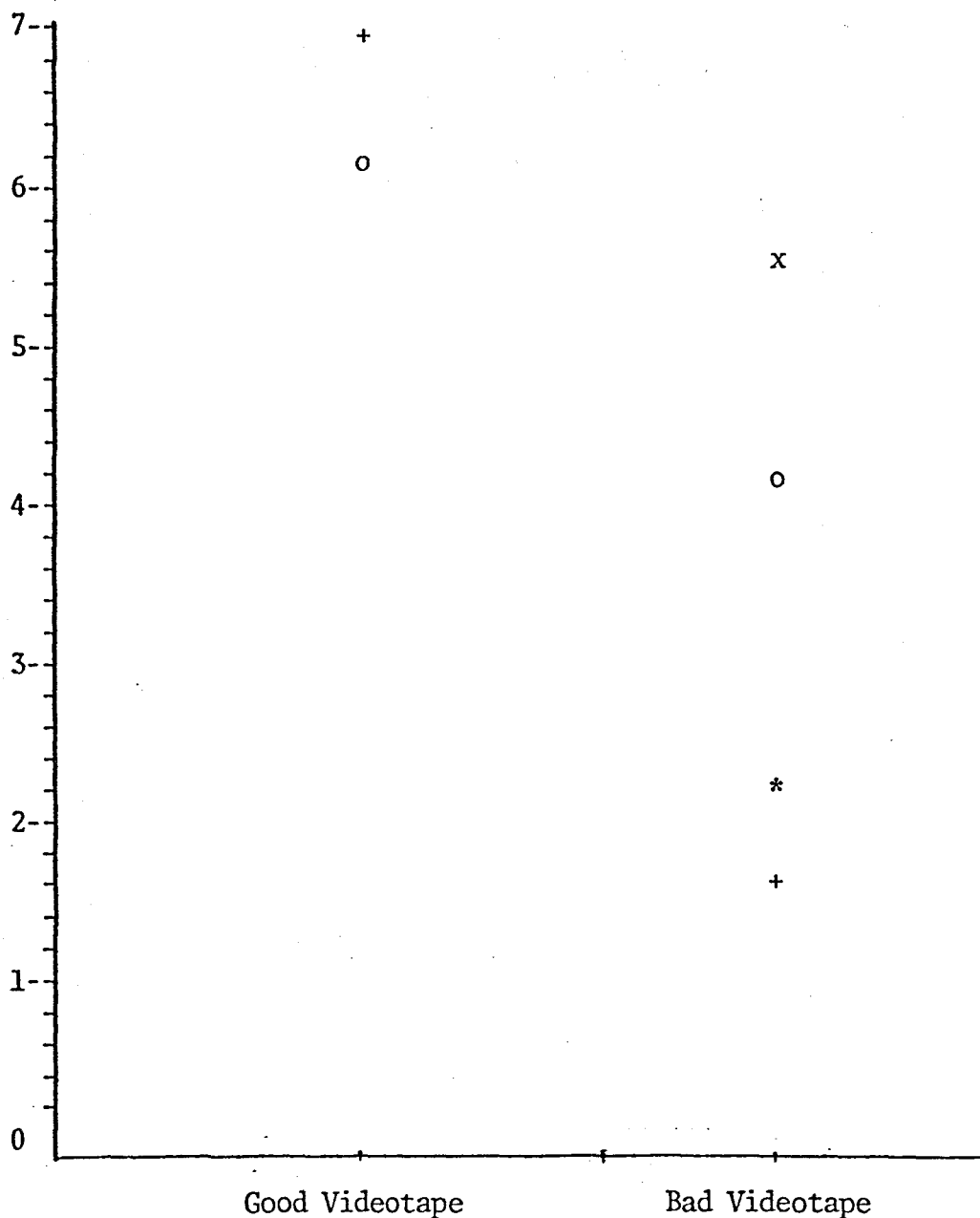
Figure 1. Mean ratings of the reference by videotape by order interaction for poor social skills-good social skills.



- o GOOD REFERENCE, REFERENCE/VIDEOTAPE ORDER
- x BAD REFERENCE, REFERENCE/VIDEOTAPE ORDER
- \* GOOD REFERENCE, VIDEOTAPE/REFERENCE ORDER
- + BAD REFERENCE, VIDEOTAPE/REFERENCE ORDER

Figure Caption

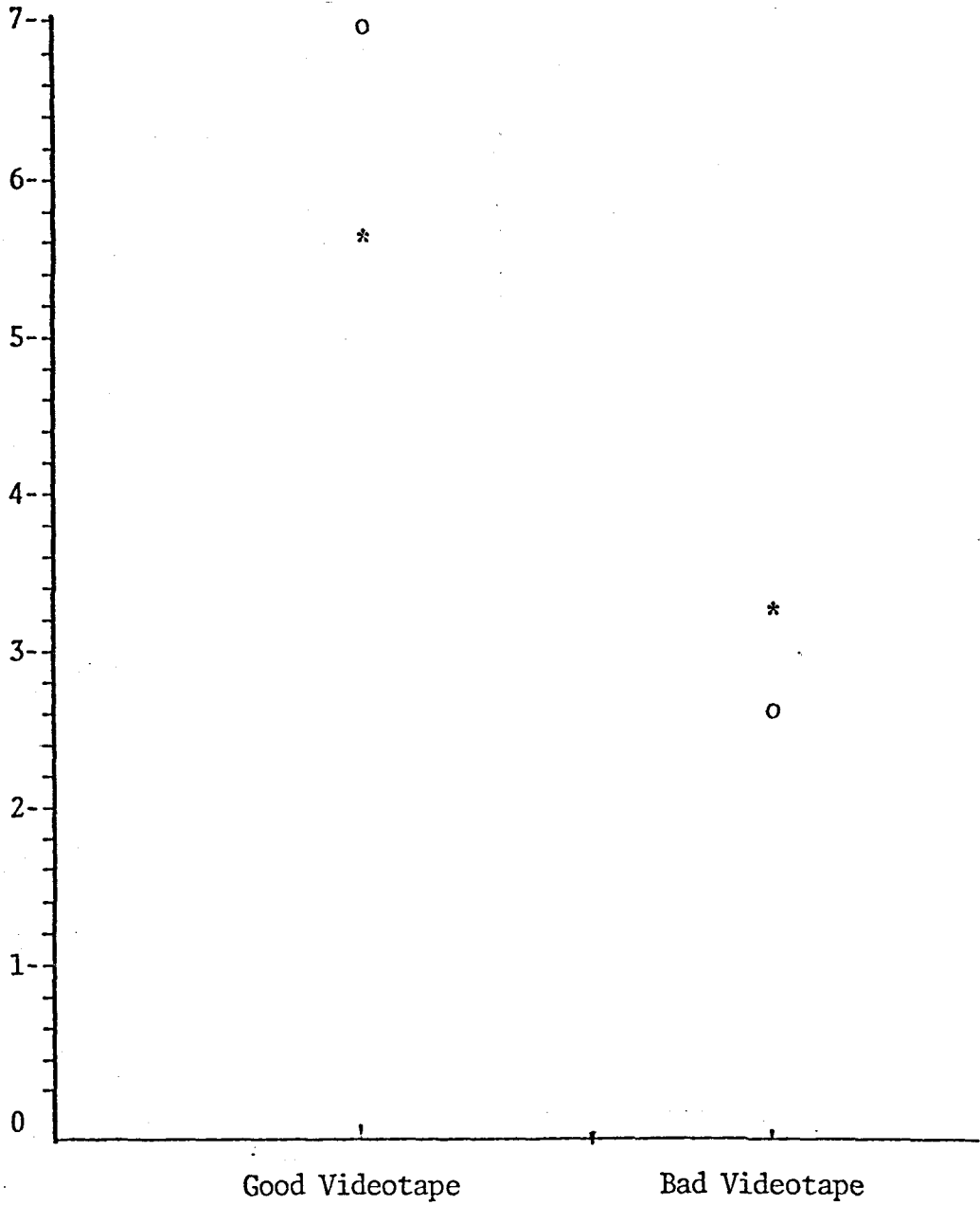
Figure 2. Mean ratings of sex by videotape by order interaction for uncooperative-cooperative.



o MALE, REFERENCE/VIDEOTAPE ORDER  
x FEMALE, REFERENCE/VIDEOTAPE ORDER  
\* MALE, VIDEOTAPE/REFERENCE ORDER  
+ FEMALE, VIDEOTAPE/REFERENCE ORDER.

Figure Caption

Figure 3. Mean ratings of the reference by videotape interaction for non-achiever-high achiever.

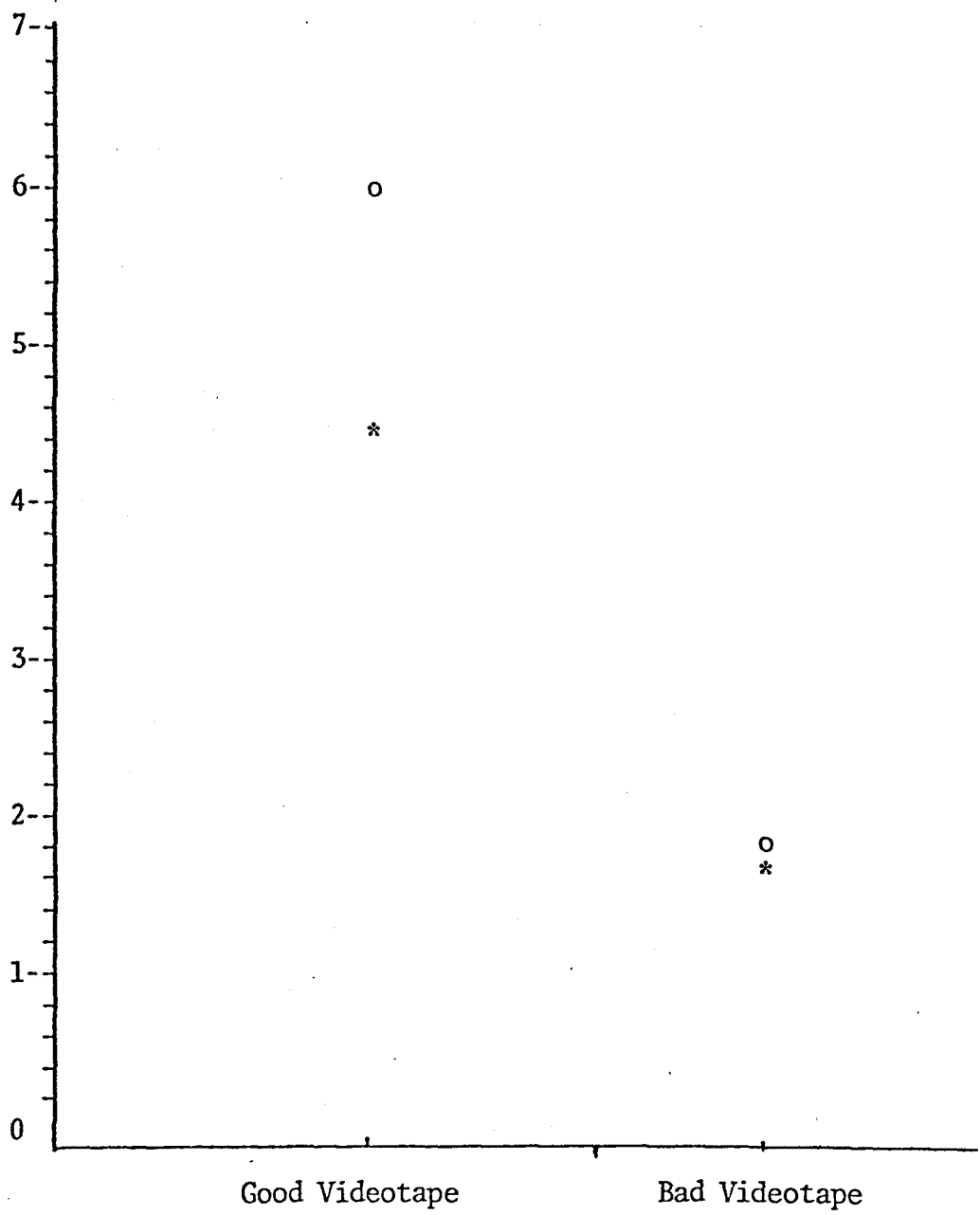


o GOOD REFERENCE  
\* BAD REFERENCE

Figure Caption

Figure 4. Mean ratings of the reference by videotape interaction for insecure-secure.

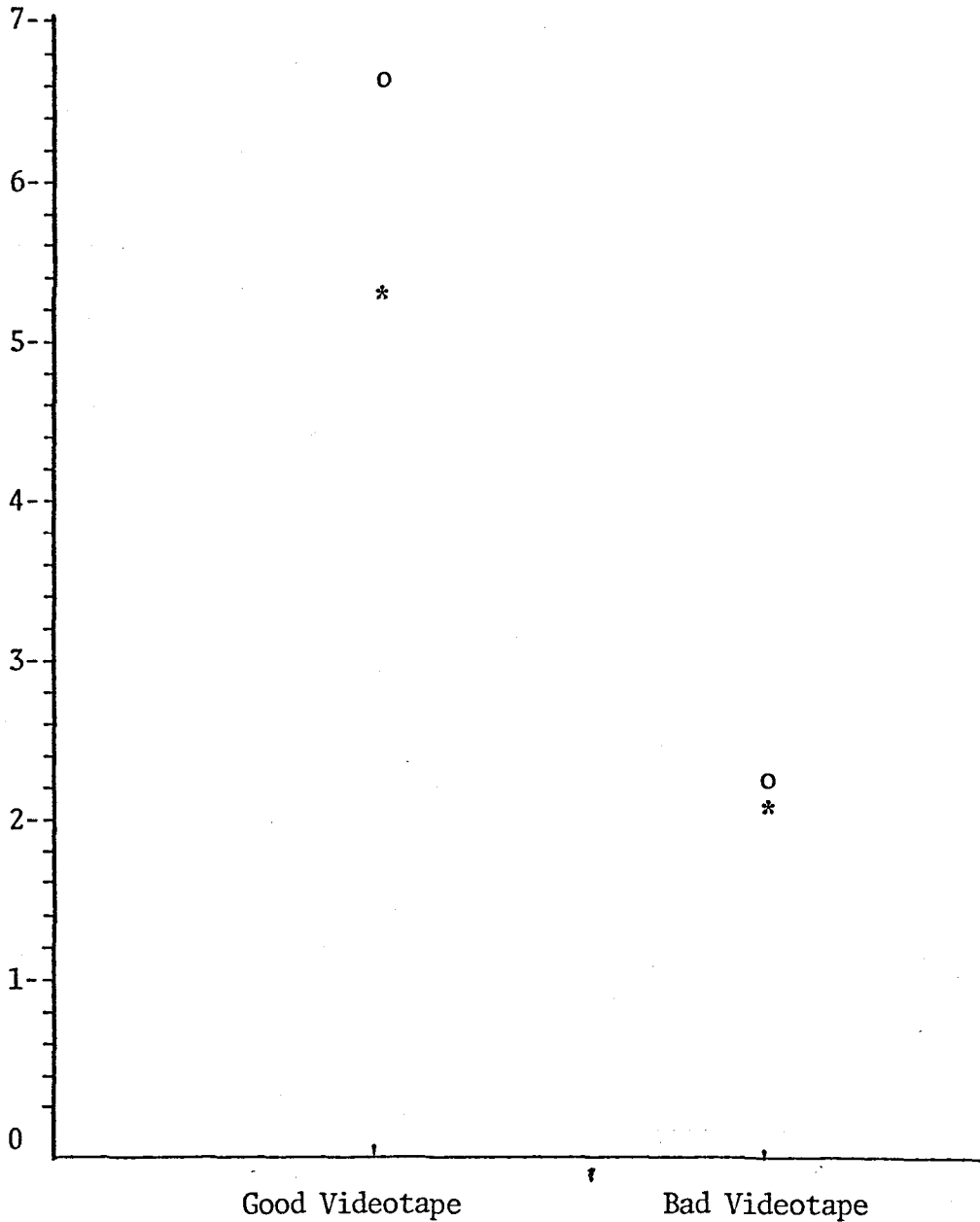




o GOOD REFERENCE  
\* BAD REFERENCE

Figure Caption

Figure 5. Mean ratings of the reference by videotape interaction for non-confident-confident.



o GOOD REFERENCE  
\* BAD REFERENCE

## Appendix A

Means and results of analyses of variance  
(Primary pilot study)REFERENCE

VARIABLE	MEAN-GOOD REFERENCE	MEAN-BAD REFERENCE	F
non achiever- high achiever	$\bar{x} = 5.26$	$\bar{x} = 3.93$	F=12.47, df=1, 28 p<.05
low aggressive- high aggressive	$\bar{x} = 3.53$	$\bar{x} = 2.6$	F=5.16, df=1, 28 p<.05
would not hire- would hire	$\bar{x} = 4.06$	$\bar{x} = 2.73$	F=5.34, df=1, 28 p<.05

VIDEOTAPE

VARIABLE	MEAN-GOOD VIDEOTAPE	MEAN-BAD VIDEOTAPE	F
dependent- independent	$\bar{x} = 6.20$	$\bar{x} = 3.14$	F=60.17, df=1, 28 p<.05
low achiever- high achiever	$\bar{x} = 5.93$	$\bar{x} = 3.06$	F=62.24, df=1, 28 p<.05
non-assertive- high assertive	$\bar{x} = 5.86$	$\bar{x} = 2.13$	F=61.45, df=1, 28 p<.05
poor social skills- good social skills	$\bar{x} = 5.50$	$\bar{x} = 2.61$	F=38.18, df=1, 28 p<.05
insecure- secure	$\bar{x} = 6.27$	$\bar{x} = 1.63$	F=203.84, df=1, 28 p<.05
low aggressive- high aggressive	$\bar{x} = 5.46$	$\bar{x} = 2.10$	F=51.98, df=1, 28 p<.05
non-confident- confident	$\bar{x} = 6.66$	$\bar{x} = 2$	F=494.8, df=1, 28 p<.05
would not hire- would hire	$\bar{x} = 5.60$	$\bar{x} = 2$	F=57.18, df=1, 28 p<.05

Appendix B

Means and standard deviations of rater's responses on the employability scale  
 [Enscore & Sholley, (Note 1)]

MALES

FEMALES

	Good Reference		Bad Reference		Good Reference		Bad Reference		
	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	$\bar{X}$	SD	
Good VT	4.83	1.6	5.0	1.78	5.66	1.03	5.66	.81	dependent- independent
Bad VT	2.33	.81	2.83	1.60	2.66	.51	3.16	1.94	
Good VT	6.33	1.21	4.6	1.63	6.50	.54	5.50	1.37	non-achiever- achiever
Bad VT	4.33	.81	4.66	.81	4.16	.98	2.83	.98	
Good VT	5.33	1.03	3.66	2.16	6.0	.89	5.16	1.16	non-assertive- assertive
Bad VT	2.16	.98	1.83	.40	3.0	1.09	2.0	0	
Good VT	5.16	1.47	4.0	1.67	5.66	1.50	4.50	1.97	poor social- good social
Bad VT	2.5	1.76	2.33	.81	3.0	1.67	2.0	1.09	
Good VT	5.66	.81	3.66	1.86	5.33	.81	4.33	2.06	insecure- secure
Bad VT	2.16	1.16	1.50	.54	1.5	.83	1.66	.81	
Good VT	5.66	1.03	4.0	2.0	5.5	1.37	4.83	1.94	low aggressive- low aggressive-
Bad VT	2.16	1.16	1.83	.4	1.66	.51	1.33	.51	
Good VT	5.66	1.21	6.0	.89	5.16	1.60	6.16	1.16	uncooperative- cooperative
Bad VT	5.33	1.63	5.33	1.86	5.33	1.03	4.83	2.40	
Good VT	6.50	.54	3.5	2.07	5.83	.75	4.5	2.07	non-confident- confident
Bad VT	2.0	.63	1.66	.51	1.66	.81	1.50	.54	
Good VT	6.0	.63	2.66	2.25	5.0	2.09	5.3	1.50	would not hire- would hire
Bad VT	1.83	.75	1.50	.54	2.16	.98	1.50	.54	

Appendix C  
(Consent Form)

I, \_\_\_\_\_ do hereby consent to participate in the following research. I understand that I have complete anonymity concerning my responses and that I will be debriefed prior to the conclusion of the experiment.

The experimenter requests that each participant not discuss the details of this experiment with anyone due to the necessity that subjects in this research need to be naive to its aspect.

Thank you.

Please print the following information:

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

MAJOR: \_\_\_\_\_

Name of course in which the experiment was conducted: \_\_\_\_\_

Appendix D  
(Good Reference)MEMPHIS STATE UNIVERSITY  
MEMPHIS, TENNESSEE 38152

January 23, 1978

Mr. David Benson  
First Federal Bank  
Personnel Department  
101 East Oak Street  
Chicago, Illinois 60643



Dear Mr. Benson:

I have been asked to write you a recommendation for Delores Brown, whom I know well, since I was her faculty advisor and instructor at Memphis State University. During her college years, I watched her become more self-assured, directed and self-aware. She was exceptionally mature and motivated and earned respect from the faculty and her friends. She was willing to work hard and sacrificed much personal time to serve on University committees and sub-committees. Her leadership abilities are manifested in the number of workshops and symposiums she chaired and actively participated in while here at school. Faculty and students willingly accepted her leadership since she was willing to go that one step further to make activities successful.

Her ability as a student and worker is obvious by her grades and achievement. She is a very versatile individual, possessing an ability to interact with a diversity of people. She has maintained many of the friendships she made here from other members of the tennis team, chorus (for whom she was an accompanist) and faculty. She makes friends easily, and is willing to put forth extra effort to make those friendships last. Her other athletic accomplishments include ballet and modern dance, two sports (arts?) which require a great deal of self-discipline.

Although it has been three years since Delores graduated, we have kept close contact and I am aware of her career goals and work experience. She is as diligent working in the banking field as she was in school: once again she is earning high grades. Through each position she held at the bank, from teller to investments' officer, she has gained good experience and mastered her tasks well, exemplified by holding such an important position at such a young age. She also seems to hold respect outside of her job itself, demonstrated by her selection to serve as symposium director for the American Banker's Association's "Investment and Bond Workshop".

Delores set high goals within the professional field early in her career and is very motivated to obtain them. Not only is she extremely competent and confident, she is also pleasant, enthusiastic and optimistic. I believe she can readily reach those goals, and I therefore highly recommend her for the bank manager position.

Sincerely,

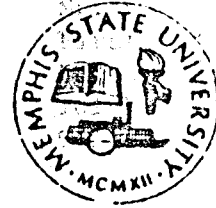
C. F. King, Ph.D.  
Associate Professor  
School of Business  
Memphis State University

Appendix E  
(Bad Reference)

January 23, 1978

MEMPHIS STATE UNIVERSITY  
MEMPHIS, TENNESSEE 38152

Mr. David Benson  
First Federal Bank  
Personnel Department  
101 East Oak Street  
Chicago, Illinois 60643



Dear Mr. Benson:

I have been asked to write you a recommendation for Delores Brown, whom I know rather well since she was a former advisee and student of mine here at Memphis State University. Early in her college career, she appeared unmotivated and uninterested in school, but when she chose Business as her major she appeared to gain some direction and self-awareness and was able to earn high grades. I am sure she learned better study skills and probably became more enthused about school since she felt that she had career plans upon graduation from college. While in my classes, although not an active participant, she did seek clarification on confusing issues.

While she was in school, she sacrificed much personal time to serve on university committees; she has chaired some workshops dealing with Business Administration and Marketing. When leading these committees, it seemed to me that she had a great deal of difficulty delegating responsibilities since she did not want to lose any friendships; as a result, she did most of the work herself. I certainly hope that this inability to be an effective leader has changed as a result of her experience, but I am not sure whether she has had more recent leadership opportunities.

I still see Delores and feel that she is working as hard in the banking field as she did in school. Although she has been slow in moving through the ranks from teller to investments' officer, she is gaining valuable experience from her work, and seems to enjoy working in finance. She has recently served as symposium director for the American Banker's Association's "Investment and Bond Workshop".

Her outside activities seem to be focused on individual prowess - ballet and piano. She did play on the tennis team for MSU, but I don't remember why she quit; I have a vague memory that she felt that relying on others to win was too frustrating.

I feel that Delores will be a disciplined worker and meet her job responsibilities. She is competent, but seems to lack some confidence. I believe she has potential and could be a worthy risk for your organization.

Sincerely,

C. F. King, Ph.D.  
Associate Professor  
School of Business  
Memphis State University

CFK:ddb



APPENDIX F

Please rate Delores Brown's employability on the basis of the previous information provided to you (reference or videotape). Use the following scale from 1 to 7 to score this, with the lower numbers corresponding to the words on the left, proceeding to the higher numbers corresponding to the words on the right. Place yourself in the position of an employer who is looking to fill a vacant bank manager position in a large area bank.

EMPLOYABILITY SCALE

dependent	__ : __ : __ : __ : __ : __ : __ :	independent
high achiever	__ : __ : __ : __ : __ : __ : __ :	non-achiever
non-assertive	__ : __ : __ : __ : __ : __ : __ :	high assertive
poor social skills	__ : __ : __ : __ : __ : __ : __ :	good social skills
insecure	__ : __ : __ : __ : __ : __ : __ :	secure
high aggressive	__ : __ : __ : __ : __ : __ : __ :	low aggressive
cooperative	__ : __ : __ : __ : __ : __ : __ :	uncooperative
non-confident	__ : __ : __ : __ : __ : __ : __ :	confident
Would you hire this person to fill your vacant bank manager position?		
YES	__ : __ : __ : __ : __ : __ : __ :	NO

Why or why not?

Please indicate

Sex: Male \_\_\_ Female \_\_\_