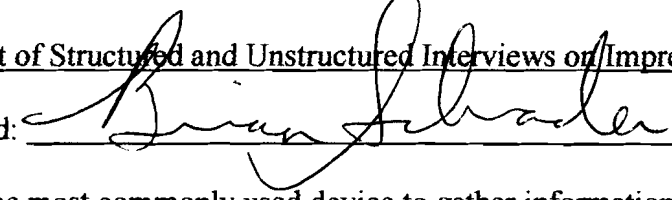
An ABSTRACT OF THE THESIS OF

Kathy S. Alkhouri for the Master of Science

in Psychology presented on June 15, 2006

Title: The Effect of Structured and Unstructured Interviews on Impression Management

Abstract approved: 

An interview is the most commonly used device to gather information between an interviewer and an applicant. The purpose of this study was to examine the effect of structured and unstructured interviews on impression management. The researcher in this study discussed structured interviews, unstructured interviews, and impression management. Four interviews were videotaped. A pilot test was performed on the videotape. A lab experiment was conducted on 108 male and female participants who watched the videotaped interviews which displayed scenarios with impression management and without impression management. The participants at the time were working on their Business and Psychology degrees. SPSS software was used to analyze the data. The results revealed that the applicant who used impression management in the unstructured interview was rated higher than the applicant who did not. The results also showed that raters prefer using the structured interview more than the unstructured interview when interviewing applicants.

THE EFFECT OF STRUCTURED AND UNSTRUCTURED INTERVIEWS ON IMPRESSION MANAGEMENT

A Thesis

Presented to

The Department of Psychology and Special Education

EMPORIA STATE UNIVERSITY

In Partial Fulfillment

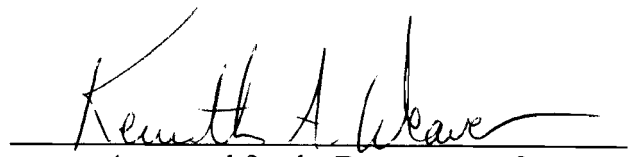
of the Requirements for the Degree

Master of Science

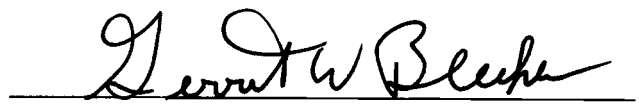
By

Kathy S. Alkhouri

August 2006



Approved for the Department of
Psychology and Special Education



Approved for the Graduate Council

ACKNOWLEDGMENTS

I would like to thank the members of my thesis committee, Dr. Thomas Slocombe, Dr. Karen Tinker, and Dr. Brian Schrader, for their help and assistance in the preparation of this thesis. Their help in completing my thesis are greatly appreciated. As for my thesis chairman Dr. Brian Schrader, I am very appreciative and grateful for his patience and guidance. I would also like to thank Dr. Mahmood Shandiz for his time and assistance he invested into the preparation of my thesis. I would like to thank my family and friends for their support. Last but not least, I would like to thank my daughter, Souzy, for her assistance and help.

TABLE OF CONTENTS

ACKNOWLEDGMENTS.....iii

TABLE OF CONTENTS.....iv

LIST OF TABLES.....vii

CHAPTER

1 INTRODUCTION.....1

Structured Interviews.....9

Unstructured Interviews.....11

Impression Management.....13

The Present Study.....17

Hypothesis 1.....17

Hypothesis 1a.....17

Hypothesis 1b.....17

Hypothesis 2.....18

Hypothesis 3.....18

Hypothesis 4.....19

Hypothesis 4a.....19

Hypothesis 4b.....19

2 METHOD.....20

Pilot Study.....20

Participants.....20

Instrument.....20

Procedure.....21

Results.....21

Main Study.....22

Participants.....22

Instrument.....22

Procedure.....23

3 RESULTS.....26

Hypothesis 1.....26

Hypothesis 1a.....26

Hypothesis 1b.....27

Hypothesis 2.....31

Hypothesis 3.....33

Hypothesis 4.....35

Hypothesis 4a.....35

Hypothesis 4b.....35

4 DISCUSSION.....38

Summary.....42

Limitations.....43

Future Research.....44

REFERENCES.....46

APPENDICES.....52

Appendix A: Structured Interview Questions.....52

Appendix B: Unstructured Interview Questions.....55

Appendix C: Survey Questions.....57

Appendix D: Informed Consent.....59

Appendix E: A Permission Letter to Administering the Survey.....61

Appendix F: Oral Administration of the Survey.....63

Appendix G: Institutional Review Board.....66

Appendix H: Oral Administration of the Pilot Study Survey.....67

Appendix I: Pilot Study Questions.....70

LIST OF TABLES

TABLE		PAGE
1	Summary of the Means Standard Deviations of the Effect of Impression Management on Interviews	29
2	Summary of Factorial Analysis of Variance of Impression Management and Interviews Format	30
3	Group Statistics of the Means and Standard Deviations of Structured and Unstructured Interviews	32
4	Raters' Preferences in Using Interviews	34
5	Raters Believe in Structured Format	36
6	Raters Believe in Unstructured Format	37

CHAPTER 1

INTRODUCTION

A job interview is used by most organizations as a selection device (Bragger, Kutcher, Morgan, & Firth, 2002; Chapman, Uggerslev, & Webster, 2003; Ratcliffe, 2002; Schmidt & Zimmerman, 2004). According to Archer (2003), Bragger et al. (2002), and Ratcliffe (2002), an interview is the most common way of exchanging information between the interviewer and the applicant. Because of that, both interviewers and applicants need to perform research on each other's background before the interview. Archer (2003), Bragger et al. (2002), Chapman et al. (2003), Ratcliffe (2002), and Schmidt et al. (2004) support the use of an interview as a device for exchanging information between an interviewer and an applicant.

Wiesner and Cronshaw (1988) defined an employment interview as "a interpersonal interaction of limited duration between one or more interviewers and a job-seeker for the purpose of identifying interviewee knowledge, skills, abilities, and behaviors that may be predictive of success in subsequent employment" (p. 276). Wiesner and Cronshaw (1988) examined the impact of the individual versus broad interview formats and the structured versus unstructured interviews on the validity of interviews.

Published and unpublished worldwide researches were collected and analyzed. Wiesner and Cronshaw (1988) empirically tested a large data of interview validity constructs which were quantitatively combined to measure whether or not interviews have validity. They developed also a model of the interview which broke down broad

categories of idiosyncratic events into equivalence classes. Wiesner and Cronshaw (1988) had two hypotheses:

> 1) The predictive validity of different types of interviews would be ordered from least to greatest as follows: (a) unstructured individual interviews (least reliable, least job-related), (b) unstructured board interviews, (c) structured individual interviews, and (d) structured board interviews (most reliable, most job- related).
>
> 2) Board interview decisions based on the statistically combined scores of individual interviews would be more productively valid than board decisions based on group consensus. (p. 277)

Wiesner and Cronshaw (1988) did not limit the entry of studies by job type, data, country of origin, type of criterion used, or type of correlation. Studies were collected from North America, Australia, Britain, France, Germany, Israel, and Sweden. They established six decision rules by Weiesner and Gronshaw (1988) to control the collection of data. The reason for having the six decision rules was to support the generalizability of the results to employment settings and to reduce any falseness of validity coefficients by predictors other than the interview. The six decision rules were: (a) only face-to-face interviews (b) only studies that have job-related questions (c) no prior knowledge by interviewers of criterion ratings, (d) no observation of applicants prior to the interview, (e) no validity coefficients reported for only some of the measurements, and (f) accepting the overall interviewers' rating provided by interviewers especially if they previously had hiring experience.

Wiesner and Cronshaw (1988) used meta-analysis to analyze the data. The incorrect and correct mean validities of the combined distribution of frequency-weighted

validity coefficients were examined to assess the over-all interview validity. The results of Wiesner and Cronshaw (1988) study showed that, as stated in hypothesis one, the unstructured individual interview has the least predictive validity of all interview types. The unstructured board interview has the next highest mean validity. The structured board interview does not predict any better than the structured individual interview. Hypothesis 2 was not supported. As a conclusion, the structured interview was a better predictor of future job performance than the unstructured interview. A board interview was a better predictor of job performance than an individual interview. Higher interview validity is associated with higher interview reliability and a structured interview has higher predictive validity coefficients than an unstructured interview.

McDaniel, Whetzel, Schmidt, and Maurer (1994) stated that interview decisions are made on the basis of exchanging behavioral and verbal cues between interviewers and interviewees. The purpose of McDaniel et al's study was to examine the validity of the employment interview. The data were collected from the U. S. Office of Personnel Management. McDaniel et al. hypothesized that the validity of an employment interview depends on: the content of data collected, procedure of collective interview data, and criteria used to validate the interview, and is affected by the content of the interview in three ways: situational, job-related, and psychologically. The questions in situational interviews focus on the applicant's ability to perform in a given situation. The questions in job-related interviews are attempted to assess past behavior and job-related information. The questions in psychological interviews are intended to assess personal traits, such as dependability. The interview validity is affected also by how data are collected. A low standardized job-related question interview is less reliable than a high

standardized job-related question interview. The low standardized job-related question interviews focused on gathering the applicants information in a less systematic manner, the questions may be specified in advance, and there is seldom a formalized scorning guide. The high standardized job-related question interviews focused on structuring the questions, acceptable responses were specified in advance, and the responses were rated for appropriateness of content. The second hypothesis stated that a structured interview has a higher validity than an unstructured interview. The validity of an interview gets affected by criteria used to validate the interview. The third hypothesis claimed that the validity of an interview would be higher for research criteria than for administrative criteria.

Hunter and Schmidt's (1990) psychometric meta-analytic procedure was used to test the hypotheses of the McDaniel et al. (1994) study. There were specific rules for collecting the data. For example, only studies measuring overall job performance, training performance or tenure as criteria were included. The interview also attempted to predict intelligence, not job performance. Studies in which the raters did not conduct the actual interview but obtained scores by reviewing other interview reports were excluded.

McDaniel et al. (1994) showed that the job performance criteria situational interviews had a higher mean validity (.50) than job-related interviews (.39) and psychological interviews (.29). Structured interviews had a higher validity than unstructured interviews. Structured interviews had a validity of 0.44 and unstructured interviews had a validity of 0.33 for predicting job performance criteria. The individual interviews had a higher validity (.43) than board interviews (.32). The validity values

based on the research criteria are more accurate (.47) than those based on administrative criteria (.39).

Huffcutt, Conway, Roth, and Stone (2001) showed the concern about the quality of conducting employment interviews. Huffcutt et al. (2001) wanted to develop possible constructs that employment interviews could measure and to evaluate which constructs are the most commonly assessed. Huffcutt et al. (2001) collected and analyzed 338 variables that were used in 47 actual interview studies, variables such as personality traits, social traits, general intelligence, knowledge and skills, and mental abilities.

Huffcutt et al. (2001) analyzed and computed the mean validity of constructs that were commonly assessed in employment interviews. Interviews were classified into: a highly structured interview level, where the majority of the questions were specific and job-related; a low unstructured interview level, where the interviewer had wide individual choices discretion in terms of what questions to ask and what topics to cover.

Huffcutt et al. (2001) measured seven categories: mental ability, knowledge and skills, basic personality tendencies, applied social skills, interests and preferences, organizational fit, and physical attributes. The results of the study showed that the most commonly assessed constructs in employment interviews were personality (35%), followed by applied social skills (28%), mental capability (16%), knowledge and skills (10%), interests and preferences (4%), physical attributes (4%), and organizational fit (3%).

They showed that structured and unstructured interviews measured different constructs. Unstructured interviews measured variables such as general intelligence, education, and training, while structured interviews measured variables such as job

knowledge, skills, and problem solving. The findings also suggested that the one reason why structured interviews have higher validity than unstructured interviews was because the structured interview questions were focused more on job-related questions, and the structured interviews represented a more reliable assessment of responses. Huffcutt et al. (2001) also showed that organizations construct interviews on evaluating employees' personality and applied social skills characteristics, rather than on mental ability, job knowledge, and social skills characteristics. According to Huffcutt et al. (2001), structuring an interview changes the conduct of the interview and what characteristics are rated.

Pulakos, Schmitt, Whitney, and Smith (1996) claimed that individual differences between interviewers and applicants affect how the interview will be conducted and the interviewers' abilities to process information and evaluate applicants. In Pulakos et al. (1996), a structured interview measured eight important skill and ability variables, planning, organizational fits, problem solving, initiating, adapting to changes, physical requirement, communication skills, and motivation. Seven point rating scales were developed to evaluate the responses. They used a field setting to collect data that concerned the difference in validity of individual interviewer rating. They also used a highly organized interview and provided a training program to all interviewers on how to conduct and perform an interview. The results of the Pulakos et al. (1996) study showed that training an interviewer on how to conduct and perform an interview is important. A training program improves an interviewer's rating reliability and validity, along with reducing an interviewer's rating differences.

Today, interviewers use many methods to conduct an interview. Interviewers can conduct face-to-face interviews or use technological devices to perform an interview. For example, interviewers can use the telephone or e-mail to perform an interview; either way, there is still not much evidence of which device would be more helpful for interviewers to reach a proper hiring decision (Chapman & Rowe, 2001). Chapman and Rowe (2001) investigated whether interviewers' ratings of applicants would change by using videoconference technology rather than a face-to-face interview to conduct interviews and whether using a structured interview in videoconference verses a face-to-face interview would affect interviewers' ratings of their applicants.

According to Chapman and Rowe (2001), interviewers who used a videoconference interview would rate their applicants higher than interviewers who used a face-to-face interview. Also, interviewers who used a structured interview rate their applicants lower than interviewers who used an unstructured interview. A structured interview would not affect the interviewers' ratings of their applicants depending on which interview medium was used in the interview; interviewers who used a structured interview would be less affected by the medium used in rating their applicants than interviewers who used an unstructured interview.

Chapman and Rowe (2001) used 25 interviewers who represented a wide variety of industries including computer software companies, manufacturers, government organizations, financial institutions, hospitals, and educational facilities. A sample of 92 undergraduate students' applicants was used. They showed that interviewers rated their applicants higher in the videoconference interview than in the face-to-face interview because interviewers in the videoconference were more objective and concentrated more

on the applicants' verbal responses and communication skills. Also, interviewers who used a structured interview rated applicants lower than interviewers who used an unstructured interview. Chapman and Rowe (2001) found that 76% of interviewers preferred using a face-to-face interview in order to better observe the applicants' non-verbal behaviors such as eye contact, physical appearance, and facial expression. Interviewers' ratings also are affected by similarity judgments.

Sacco, Scheu, Ryan, and Schmitt (2003) stated that "similarity judgments allow people to simplify our world by organizing information and classifying people and objects and more quickly making generalizations when we encounter something new and previously uncategorized" (p. 852). According to Sacco et al., people's similarity judgments change over time due to aging and experience. Furthermore, in order to reach a right hiring decision, interviewers needed to use a job related-questions interview when they interviewed applicants.

There is no perfect interview according to Brink (1992). In order to predict employees' future job performance, interviewers need to ask situational questions that are job-related, conduct an ability test, and have knowledge about employees' past experience in the job. An interview is about hiring and not hiring an applicant. Many interviewers hire an applicant who is similar to them. They may hire an applicant because the applicant is a good individual, not because the applicant is good for the job position. The result of the study showed that applicants are the first to know if they are the right person for the position. In order to minimize making wrong hiring decisions, organizations need to have organized job-related interviews.

Structured Interview

In a structured interview, words in each question and the order of the questions have been carefully chosen and the response of each question has been predetermined. The same questions will be asked to all participants as a result of the effect of an applicant's impression management, and an interviewer's subjectivity on the interview process will be reduced (Lindaman, 1997; Maughan, 2004). Chapman and Rowe (2001) stated that, "A structured interview employs systematic procedures to generate questions, rate the suitability of answers, and provide consistency in the content, delivery, and order of questions in the interview" (p. 3).

A structured interview has higher validity than an unstructured interview. A structured interview contains job-related questions, while an unstructured interview contains more open ended questions (Conway, Jako, & Goodman, 1995; Huffcutt & Arthur, 1994; Schmidt & Rader, 1999; Taylor & Small, 2002). Conway et al. (1995), Huffcutt et al. (1994), Schmidt et al. (1999), and Taylor et al. (2002) showed that using an organized, structured interview can help interviewers predict an applicant's future job performance. Wright, Lichtenfels, and Pursell (1989) found that structured interviews have replaced pencil-and-paper tests. Structured interviews contain situational questions, job-related questions, job sample questions, and an applicant's capability to perform specific task questions. Structured interview questions can be formally organized according to job analysis.

Ganzach and Kluger (2000) found that interviewers need to identify the criteria and consider the alternative for each criterion, evaluate the weight of each criterion, and estimate all the criteria and the alternatives to reach a final decision. According to

Ganzach and Kluger (2000), to organize structured interview developers need to know the purpose of the interview and have all information necessary to be included in the interview.

Allen (1999) and Waldron (1986) stated that a good structured interview starts with general-to-specific approach questions. The interviewer starts with open-ended questions, gaining general information about a specific task, then moves on to specific questions, gaining detailed information of each piece of general information. According to Allen (1999) and Waldron (1986), a structured interview must be used. Using a structured interview allows interviewers to avoid unnecessary questions and concentrate on specific task questions.

Choosing interview questions that are job-related, training interviewers to ask questions based on situational examples, and evaluating applicants' responses increases the validity of the interview. In general, interviewers need to be prepared before the interview (Birchfield, 2004; Bragger, Kutcher, Morgan, & Firth, 2002; Jackson, 2003).

Structured interview questions are used by interviewers as stimuli that trigger the applicants' responses. By using the same questions with all applicants, they will facilitate comparison processes between all applicants' responses. On the other hand, the unstructured interview interviewers includes broad questions about the job or about a specific topic which interviewers believe are the right questions to ask. In unstructured interviews, some interviewers attempt an open conversation with applicants to get more information (Pawson, 1996).

Unstructured Interviews

Pratt (1987) defined an unstructured interview as a "non-directed interview where the topics are general in nature, and you do not have a preplanned strategy" (p. 34). The Blackman (2002) study examined structured and unstructured interviews to determine which kinds of interviews would give the highest accurate predictions of an applicant's job-performance and personality traits. The result of Blackman's (2002) study showed that unstructured interviews gave more accurate assessments about an applicant's personality traits. Unstructured interviews also gave applicants time to express themselves and talk about their experiences in jobs and life.

Although many organizations use a traditional interview as a selection device, it is still unreliable; most interviewers believe that they can intuitively decide if an applicant will be a good employee or not, and because of that, many interviewers do not prepare for the interview. As a result, they can make a wrong hiring decision (Bragger et al., 2002; Chapman et al., 2003; Schmidt & Zimmerman, 2004). The result of Bragger et al. (2002) and Schmidt et al. (2004) indicated that a structured interview has higher validity (.61) than an unstructured interview (.57). Also, an unstructured interview has a low reliability in predicting an applicant's capability to perform a job.

Campion and Palmer (1997), Chapman, Uggerslev, and Webster (2003), Mullins and Davis (1981), Schmidt and Zimmerman (2004), and Van der zee, Bakker, and Bakker (2002) stated that applicants may perceive structured interviews as more valid than unstructured interviews, but they prefer to have unstructured interviews because with an unstructured interview, applicants have more freedom to describe themselves and their achievements. Interviewers also prefer to use unstructured interviews because using

unstructured interviews allows them to have more power and control over the interview and the final rating. Chapman et al. (2003), Mullins et al. (1981), Schmidt et al. (2004), and van der Zee et al (2002) showed that using unstructured interviews led to easy exposure of unfair discrimination among applicants. In order to reduce or eliminate subjectivity and unfair discrimination in the interview process, organizations need to use job-related question interviews.

Pawson (1996) found that the information that interviewers collected from all applicants was different and it was difficult on interviewers to compare among all applicants' responses. Interviewers tried to retrieve the information that they collected from their memory, connected it all together, and then made an explanation of all the responses they thought were close to the right response. As a result, they made a wrong hiring decision.

Terpstra (1996) stated that recent rapid changes in business size, technology, and competition in the global market led companies to be more selective of their employees. According to Terpstra (1996), an unstructured interview is not a good predictor of employees' future job performance, although many companies use an unstructured interview to collect information about applicants' experience, personality, skill, and ability. Terpstra (1996) found that many companies did not conduct follow-up studies of their hired employees. As a result, companies did not know which selective device was the best predictor of their employees' future job-performance. Terpstra (1996) showed that many companies today are using situational examples in the interview to identify applicants' experience, skill, personality, and ability to do the job. According to Schultz (2003), asking situational examples during the interview enables interviewers to better

predict an applicant's job performance. Schultz (2003) showed that interviewers rated applicants higher when they used an unstructured interview. The way an unstructured interview is performed permits applicants to use their impression management skills.

Impression Management

Organizations that use interviews as a selective device have to be conscious of how impression management tactics, such as the interview, performance appraisal, and leadership style are used by applicants that can affect their final decisions (Stevens & Kristof, 1995). Race, age, gender, and religion determine the interviewers' final decision. Also, impression management tactics include many different types of communication such as verbal, non-verbal, and physical appearance. Examples of non-verbal communication, according to Pulakos, Schmitt, Whitney, and Smith (1996), consist of eye contact, smiling, or the way an applicant is dressed.

McFarland, Ryan, and Krisks (2003) defined impression management as "an individuals' attempt to control the images that are projected in social interaction. Individuals manage their impressions when they wish to present a favorable image of themselves to others" (p. 2). McFarland et al. (2003) found that using an impression management tactic depends on the assessment methods an interviewer is using to evaluate the applicants. As a result, applicants use more impression management tactics with unstructured interviews than with structured interviews because the way unstructured interviews are performed easily allows applicants use of impression management tactics.

Turnley and Bolino (2001) stated that the goal of any individual using impression management is to create a specific image in others' minds. Individuals use impression

management to achieve a desired image of career success. For example, individuals use impression management to achieve a better evaluation from their supervisors. According to Turnley and Bolino, using impression management can lead to positive or negative consequences depending on the skill used to facilitate impression management tactics that influence how others process such behaviors. Five levels of impression management include:

> (a) Ingratiation. When individuals use flattery or favor-doing in an attempt to be seen as likeable, (b) Self-promotion. When individuals play up their abilities or accomplishment to be seen as competent, (c) Exemplification. Where individuals go above and beyond the call of duty to appear dedicated, (d) Supplication. Where individuals advertise their short comings in an attempt to be viewed as needy, (e) Intimidation. Where individuals seek to appear intimidating or threatening to have others view them as dangerous. (p. 352)

Crant (1996) and Gilmore and Ferris (1989) found that using impression management in interviews led to a positive result if used appropriately and at the right time. According to Crant (1996), the consistency of impression management tactics used by applicants with the interviewers' expectation lead to a positive evaluation by the interviewers. According to Gilmore and Ferris (1989), success in using impression management in interviews depends on how much information an interviewer knows about the job and on how much training an interviewer has. In general, impression management tactics are more successful in situations that are not definite or ambiguous.

Liden, Martin, and Parsons (1993) in their study examined how the interviewer's behavior in an interview modifies the applicants' behavior through out an interview.

Liden et al. (1993) found that an interviewer with negative behavior had a negative effect on applicants with low self-esteem and an interviewer with friendly behavior had positive effect on applicants with high or low self-esteem.

Kacmar and Carlson (1999) and Wayne and Liden (1995) found two different impression management strategies applicants can use. The first strategy is used to change the undesirable images interviewers have about interviewees. The second strategy is used to create or establish the desirable images interviewers will have about interviewees. According to Kacmar and Carlson (1999) and Wayne and Liden (1995), self-and others-focused impression management tactics have different desired outcomes, depending on which conditions they have used. For example, self-focused impression management tactics give desirable results when used in interviews rather than performance appraisals. Therefore, a condition where the interaction between an interviewer and an interviewee takes place affects the interviewer's knowledge about an interviewee, conditions such as an interview, performance appraisal, and training. The results of Kacmar and Carlson (1999) and Wayne and Liden (1995) studies indicated that impression management was used more when the user was in a lower position than the receiver. Also, impression management tactics were usually used in the early stage of the relationship between an applicant and an interviewer.

Tedeschi and Melburg (1984) found that applicants are actors in any interview. The actors are involved in presenting themselves in order to present the images others created for them. Those images reflect social interaction and impression management that play a major role in determining social interaction. According to Tedeschi and Melburg (1984), the actors try hard to present desirable images and to avoid presenting

undesirable images. The actors in an organizational interview engage themselves in targeting the interviewer's desirable qualities in order to gain the interviewer's approval.

Bozeman and Kacmar (1997) found that impression management tactics are used by an applicant consciously or unconsciously in order to control or influence others' images about an applicant. Bozeman and Kacmar (1997) stated that an applicant's goal of using impression management is to create or maintain a specific self-presentation with others. An applicant would use verbal and non-verbal impression management tactics based on the feedback received from other people to maintain or change his/her use of impression management tactics.

In most employment interviews, the interviewer rates applicants on their fit with an organization, such as an applicant's values, hobbies, personality traits, and physical characteristics (Rynes & Gerhart, 1990). Lees (2004) stated that the applicant hired to perform the job is not always the one who is qualified for the job, but sometimes is the one who performed the best in the interview. Lees (2004) believes an applicant needs to have background information about the job, the organization, and the employer's need. An applicant also needs to address his/her responses with a sense of commitment to show flexibility in his/her behavior.

Fletcher (1990) stated that most interviewers correlate their interviews' rating score to applicants' impression management tactics and applicants' responses to the interviews' questions. Fletcher believes more research is needed on impression management tactics. Interviewers need to be trained on impression management tactics that applicants use in interviews and on how to identify them to reduce their effect on the

decision-making process. In conclusion, it should be apparent that interviews are a widely used approach in the hiring process.

The Present Study

Many organizations today use unstructured interviews because it is easy, inexpensive, and less time consuming. A structured interview is not the answer to all interview problems, yet it is one of the best answers to reduce the risk of making the wrong hiring decision.

The goal of any individual using impression management is to create a specific image in other individual's minds. For example, individuals are using impression management to achieve a better evaluation from their supervisors (Turnley & Bolino, 2001). Tedeschi and Melburg (1984) stated that the actors try hard to present desirable images and to avoid presenting undesirable images. The actors in an organizational interview engage themselves in targeting the interviewer's desirable qualities in order to gain the interviewer's approval. Accordingly, the following hypotheses are put forth: Hypothesis 1a: Applicants who use impression management in unstructured interviews are rated higher than applicants who do not use impression management in interviews. Hypothesis 1b: Applicants who use impression management in structured interviews are rated lower than applicants who do not use impression management in interviews.

Huffcutt, Conway, Roth, and Stone (2001) stated that there are differences between structured and unstructured interviews. Those differences affect the interview's characteristics. Unstructured interview questions are more focused on a wide range of characteristics, such as general intelligence, education, experience, and interests. Structured interviews are more focused on characteristics, such as job knowledge and

skills, organizational fit, social skills, and problem solving; those characteristics are a better predictor for job-performance. Campion and Palmer (1997), Chapman, Uggerslev, and Webster (2003), Mullins and Davis (1981), Schmidt and Zimmerman (2004), and van der Zee, Bakker, and Bakker (2002) stated that applicants may perceive structured interviews as more valid than unstructured interviews, but they prefer to have unstructured interviews because with an unstructured interview applicants have more freedom to describe themselves and their achievements. Interviewers also prefer to use unstructured interviews because they have the freedom to choose the interview format they prefer to use.

Hypothesis 2: Applicants' performances in the unstructured interview setting are rated higher than applicants' performances in the structured interview setting.

Today, most interviewers still believe they can intuitively decide if an applicant will be a good employee or not, and because of that, many interviewers do not prepare for the interview (Bragger et al., 2002; Chapman et al., 2003; Schmidt & Zimmerman , 2004). Interviewers also prefer to use unstructured interviews because using unstructured interviews give them more power and control over the interview and the final rating (Campion & Palmer, 1997; Chapman et al., 2003; Mullins & Davis, 1981; Schmidt & Zimmerman, 2004; van der Zee, Bakker & Bakker, 2002).

Hypothesis 3: Raters prefer using unstructured interviews more than structured interviews when they interview applicants.

Structured interview questions are used by interviewers as stimuli that trigger the applicants' responses. By using the same questions with all applicants, they will facilitate comparison processes among all applicants' responses (Pawson, 1996).

Interviewers prefer using a structured interview because structured interviews are more organized and job-related (Pulakos et al., 1996).

Hypothesis 4a: Raters in the structured interview format agree with the format that allows them to determine the right applicant for the job.

Hypothesis 4b: Raters in the unstructured interview format do not agree with the format that allows them to determine the right applicant for the job.

CHAPTER 2

METHOD

The researcher organized a pilot study followed by the main study. The pilot study's questions were videotaped. The questions required the participants to measure which applicant used impression management and which applicant did not use impression management. The questions also required the participants to identify which tape contains a structured interview. The main study's questions measured the applicants' performance and qualification for the job, how an unstructured interview allows applicants to use their impression management skills to get the job, and the interviewers rating differences depending on the kind of interview being used. The main study also included survey questions. To make sure the questions were reliable and valid in both studies, the questions were reviewed by psychology subject matter experts who gave their approval on the questions.

Pilot Study

Participants. The planned sample for the pilot study included a total of 36 participants. The participants were men and women that ranged in age from 20 to 35 years old. The participants were currently working on their psychology degree at a midsize regional university in the midwest. The participants received extra credit for participating in the pilot study.

Instrument. The laboratory experiment of the pilot study contained two manipulation questions: a) which tape contained a structured interview, and b) which applicants used impression management tactics. The participants had to circle what they believed was the correct answer. The pilot study also contained two demographic

questions about the age and sex of the participants. The pilot study questions were reviewed by psychology subject matter experts who gave their approval on the questions. The pilot study's questions took approximately 30 seconds to be completed (see Appendix I). Responses were anonymous.

Procedure. The instructions on how to participate in the pilot study were given orally before the test began (see Appendix H). The researcher instructed all participants to watch both videotapes. After watching all the interviews, the participants had to answer the given questions by circling what they believed was the right answer and then submitted the answer to the researcher before they left the laboratory.

The pilot study took place in a laboratory. The participants watched two videotapes which contained two different kinds of interviews. One of the videotapes contained a structured interview and the other videotape contained an unstructured interview. Each videotape contained two interviews. The maximum length of each interview was 5 minutes. The participants were thanked orally after they completed the pilot study.

Results. SPSS software was used to analyze the data. A chi-square test was used to determine the significance frequency of differences between two independent groups. The data of the pilot study was computed and reported to verify which tape contained structured interviews and which applicant used impression management tactics.

The laboratory experiment of the pilot study contained the two manipulation questions: which tape contained a structured interview and which applicants used impression management tactics. The participants circled what they believed were the correct answers. After analyzing the data for the first question of the pilot study, the

results were significant. The results showed that 94.4% of the participants identified that Tape 2 contained a structured interview, and 5.6% of the participants failed to identify it. This result supports the first pilot test question that Tape 2 contained a structured interview. After analyzing the data of the second pilot study question, the results were significant. The results showed that 100% of the participants' answers indicated that Applicant B was using impression management tactics in the interviews. This result supported the second pilot study question that Applicant B used impression management in the interviews. The pilot study also asked for the age and sex 75.0% of the participants were women and 25.0% of the participants were men. 75.0% of the participants' age was under 20 years old, 13.9% were between 20-25 years old, 8.3% were between 26-30 years old, and 2.8% were over 35 years old.

Main Study

Participants. The planned sample for this study included 108 students. Participants ranged in age from 23-35 years old and were undergraduate business and psychology majors at a large state university in the midwest. The participants did not receive any extra credit for participating in the study.

Instrument. The laboratory experiment interview contained 26 questions, which were job-related questions (see Appendix A), unstructured interview questions (see Appendix B), and survey questions for the interviewers (see Appendix C). To be certain of reliability and validity of the laboratory experiment interview questions, a researcher requested a copy of the structured interview questions used in the Computer Support Specialist's interview at Oklahoma City University in the midwest from the department of the Campus Technology Services. Unstructured interview questions consisted of a

conversation with open-ended questions between an interviewer and an applicant. Survey questions were made up by the researcher. To make sure the unstructured interview and the survey questions were reliable and valid, the questions were reviewed by psychology subject matter experts who gave their approval on the questions.

The interview questions were made to measure the applicants' performance and qualification for the job, how an unstructured interview allowed applicants to use their impression management skills to get the job, the interviewer's rating differences depending on the kind of interview being used, and which kind of interview interviewers preferred to use in their interview. A technical job (Computer Service) was used in the laboratory experiment because impression management skills were not generally thought to be used in technical jobs as a part of the job qualification.

The researcher used a 5-point rating scale in structured and unstructured interviews. For the survey questions, the researcher used yes/no answers, circling the correct answer. A "1" indicated the lowest score and a "5" indicated the highest score. The interview questions took approximately 8 minutes to complete. Responses were anonymous.

Procedure. Since participating in the experiment was voluntary and there was no extra credit for participation, low motivation and cooperation was expected from the students. In order to raise the participation in the lab experiment, the researcher offered doughnuts and coffee to the participants during the participation process.

A copy of informed consent was given to each participant to read and sign before the experiment began (see Appendix D). The instructions on how to participate in the lab experiment were given orally before the experiment began (see Appendix E). The

performance of the lab experiment took place in a laboratory at a large state university in the midwest.

The laboratory experiment interview questions were put into two envelopes. Envelope 1 had an informed consent, structured interview questions and answers, and survey questions. Envelope 2 had an informed consent, unstructured interview questions, and survey questions. The laboratory experiment was performed over two days. On the first day, 54 raters watched a videotape of both interviews. The second day, the other 54 raters watched a videotape of both interviews.

Structured and unstructured interviews were videotaped in an office building in which applicants either did or did not use impression management tactics. A researcher used two actors who were students at a large state university in the midwest to play the applicants, and two different actors to play the interviewers. Participants were randomly divided to 54 raters who watched both interviews videotaped, used unstructured interview questions, and rated both applicants. The other 54 raters also watched both videotaped interviews, used structured interview questions and answers, and rated both applicants. Before showing the videotaped interviews to participants, the researcher gave applicants background information about the job history of Computer Support Specialist. All applicants were qualified for the job, but applicant A was somewhat more qualified than applicant B. Applicant B was trained to have the best impression management skills. Applicant A was trained to have the worst impression management skills.

The videotape showed how applicants using impression management tactics were rated better than applicants who did not using impression management tactics. The applicants used impression management tactics such as smiling, complimenting the

interviewer's questions, constant eye contact, and mentioning the good characteristics of the interviewer. The applicants who did not use impression management tactics smiled less during the interview, answered each of the interviewer's questions, did not compliment the interviewer, and kept normal eye contact. Both interviews had the same number of questions and the same time frame. The structured interview questions contained part of the full one hour structured interview questions. After watching both interviews, raters predicted each applicant's eligibility for the job depending on each applicant's performance and responses to the interview questions. Each rater answered the survey questions (see Appendix C) which required 2 minutes to complete. After raters watched both interviews and rated both applicants, the raters had to answer six survey questions. The survey questions included four demographic questions about the rater, and two questions about the interviews' method. Then all participants submitted the informed consent, the interview questions, and the survey questions to the researcher. The participants were thanked orally after they completed the experiment.

The researcher expected to find that an unstructured interview allowed applicants to use their impression management skills more than a structured interview. Also, the researcher expected to find that those raters who used the structured interview rated applicants lower than the raters who used an unstructured interview; most raters preferred using an unstructured interview than a structured interview in their interview. The researcher also expected to find that raters were more satisfied with structured interviews.

CHAPTER 3

RESULTS

The main purpose of this study was to examine the effect of structured and unstructured interviews on impression management. This study examines how impression management affects raters rating more in an unstructured interview than raters rating in a structured interview because of the way unstructured interviews are performed, allowing applicants to use their impression management during the interview.

Hypothesis 1

Hypothesis 1a. This hypothesis suggested that applicants who use impression management in unstructured interviews will be rated higher than applicants who do not use impression management in unstructured interviews. Applicants are actors in any interview. Actors try hard to present desirable images and avoid presenting undesirable images to create or maintain a specific self-presentation with others. Impression management was used more when the user was in a lower position than the receiver. Success in using impression management in interviews depends on how much information an interviewer knows about the job and on how much training an interviewer has.

A two-way analysis of variance (ANOVA) was used to analyze the data for Hypothesis 1a. The results were significant. Hypothesis 1a showed that mean ratings for applicants who used impression management in an unstructured interview was higher than the mean ratings for applicants who did not use impression management. The results supported the Hypothesis 1a, $F(1, 106) = 6\ 3.55, p = .001$. The data for

descriptive statistics are shown in Table 1 and the ANOVA for Hypothesis 1a are shown in Table 2.

Hypothesis 1b. This hypothesis proposed that applicants that use impression management in structured interviews will be rated lower than applicants who do not use impression management in structured interviews. The structured interview's questions used in the lab experiment were a part of the one hour structured interview questions used in the Computer Support Specialist's interview at a large state university in the mid-west. The order of each question and the words in each question in a structured interview were carefully chosen. The same questions were asked to all applicants. The structured interview's questions used in the lab experiment would reduce the effect of the applicant's impression management on the interview process.

A two-way ANOVA was used to analyze the data on Hypothesis 1b. The Hypothesis 1b showed that mean ratings for applicants who used impression management in a structured interview was lower than the mean ratings for applicants who did not use impression management. The results were significant. The results support the Hypothesis 1b, $F(1, 106) = 64.64, p = .001$. The results also showed the significant interaction between the interview's format and impression management, $F(1, 106) = 1348.25, p = .001$. The data for Hypotheses 1b are displayed in Table 2.

Descriptive statistics of rating applicants who did or did not use impression management in structured and unstructured interviews are presented in Table 1. The data indicated that applicants who used impression management tactics in the interviews were rated higher in an unstructured interview ($M = 36.93$; $SD = 5.17$) than in a structured interview ($M = 23.22$; $SD = 5.29$). Applicants who used non-impression management

tactics in the interviews were rated higher in a structured interview ($M = 47.50$; $SD = 4.33$) than in an unstructured interview ($M = 21.37$; $SD = 4.90$). The data for descriptive statistics are showed in Table 1.

Table 1

Summary of the Means and Standard Deviations of the Effect of Impression Management on Interviews

Type		*M*	*SD*	*N*
NIM	Structured	47.50	4.33	54
	Unstructured	21.37	4.90	54
	Full Sample	34.44	13.91	108
IM	Structured	23.22	5.29	54
	Unstructured	36.93	5.17	54
	Full Sample	30.07	8.63	108

Note. NIM = no impression management used in the interviews. IM = impression management used in the interviews.

Table 2

Summary of Factorial Analysis of Variance for Impression Management and Interview Formats

Source	*SS*	*df*	*MS*	*F*
Interview Format (IF)	2084.45	1	2084.45	63.55 *
Impression Management Format (IMF)	1027.04	1	1027.04	64.64 *
IF x IMF	21420.38	1	21420.38	1348.25 *
Total Error	5161.13	106	48.68	

* $P < .001$

Hypothesis 2

Hypothesis 2 showed that applicants in the unstructured interview setting were rated higher than applicants in the structured interview setting. The researcher expected that the unstructured interview questions used in the lab experiment would be more helpful than the structured interview questions in identifying the right applicant for the job. In general, structured interview questions were used by interviewers as stimuli that triggered the applicant's responses, while the unstructured interview questions that interviewers asked applicants consisted of broad questions about the job or about a specific topic. Unstructured interviews gave an applicant time to express his or herself and to talk about his or her own experiences in work and life.

An independent test was performed to analyze the data on Hypothesis 2. The second hypothesis suggested that the mean ratings by raters who used an unstructured interview for applicants were higher than the mean ratings by raters who used a structured interview. After analyzing the data on Hypothesis 2, the results did not support Hypothesis 2, $t\ (106) = 7.972, p < .01$ (two tailed), $d = 12.43$. The results were significant but in the opposite direction. The results showed that structured interview questions are more valid than unstructured interview questions in identifying the right applicant for the job. The mean rating was higher in the structured interview than the mean rating in the unstructured interview. Structured interview questions were more job-related; the structured interview questions were carefully chosen, the same questions were asked to all applicants, and the responses of each question were predetermined, while the unstructured interview questions were more open ended questions. The means and standard deviations for Hypothesis 2 are presented in Table 3.

Table 3

Group Statistics of the Means and Standard Deviations of Structured and Unstructured Interviews

Type		*N*	*M*	*SD*
Total	Structured	54	70.72	8.44
	Unstructured	54	58.30	7.75

Hypothesis 3

Hypothesis 3 predicted that raters preferred using unstructured interviews more than structured interviews when they interviewed applicants.

Interviewers preferred using unstructured interviews because using unstructured interviews gave them more freedom to choose the interview's formats and gave them power and control over the interview and final decision. Moreover, unstructured interviews gave more accurate assessments about an applicant's personality traits. On the other hand, structured interview questions are focused more on job-related questions.

A chi-square test was used to analyze the data on Hypothesis 3. A chi-square test which is used to determine the significance of differences between two independent groups, especially when the data of research consisted of frequencies in discrete categories.

The third hypothesis showed no significant differences between the proportion of raters who used a structured and unstructured interview on their preference of the type of interview. After analyzing the data, the results did not support Hypothesis 3. The raters did not prefer using unstructured interviews over structured interviews when they interviewed applicants $X^2 (1, N = 108) = 1.33, p = .25$. Using a structured interview allows interviewers to avoid unnecessary questions and concentrate on specific task questions. By using the same questions with all applicants, they will facilitate comparison processes between all applicants' responses. On the other hand, the unstructured interview interviewers ask applicants' broad questions about the job or about a specific topic which interviewers believe are the right questions to ask. The results of the analysis of Hypothesis 3 are displayed in Table 4.

Table 4

Raters' Preferences in Using Interviews

Type	*Observed N*	*Expected N*	*Chi Square*	*p*
Structured	60	54	1.33	.25
Unstructured	48	54		
Total	108			

Hypothesis 4

Hypothesis 4a. This hypothesis proposed that raters in the structured interview format agreed with the format that allowed them to determine the right applicant for the job.

The structured interview questions used in the lab experiment were more valid and reliable than the unstructured interview questions. The structured interview questions contained job-related questions, while the unstructured interview questions contained more open ended questions. Using organized structured interview questions could help interviewers predict an applicants' future job performance.

A chi-square test was used to analyze the data on Hypothesis 4a. Hypothesis 4a proposed that there was a relationship between the rater's agreement and the type of structured interview format in determining the right applicant for the job. After analyzing the data, the results were significant and supported Hypothesis 4a, X^2 (1, N = 108) = 35.85, p = .001. The data for Hypothesis 4a are recorded in Table 5.

Hypothesis 4b. This hypothesis suggested that raters in the unstructured interview format did not agree with the format that allowed them to determine the right applicant for the job. A chi-square test was used to compute the data of Hypothesis 4b. Hypothesis 4b suggested that there was no relationship between the raters' agreement and the type of unstructured interview format in determining the right applicant for the job.

The results for analyzing the data for Hypothesis 4b were not supportive for Hypothesis 4b, X^2 (1, N = 108) = 16.67, p = .001. The results showed that 42 out of 54 raters agreed that the unstructured interview format will help them determine the right applicant for the job. The results for Hypothesis 4b data analysis are shown in Table 6.

Table 5

Raters Believe in Structured Interview Format

Responses	*Observed N*	*Expected N*	*Chi Square*	*p*
Yes	49	27	35.85	.001
No	5	27		
Total	54			

Table 6

Raters Believe in Unstructured Interview Format

Responses	*Observed N*	*Expected N*	*Chi Square*	*p*
Yes	42	27	16.67	.001
No	12	27		
Total	54			

CHAPTER 4

DISCUSSION

This research study examined the effects of structured and unstructured interviews on impression management to determine whether applicants use more impression management tactics with an unstructured interview than with a structured interview. Due to the way unstructured interviews are performed, applicants may easily use impression management tactics during an interview. The researcher organized a pilot study followed by the main study. The pilot study questions were made to measure two different kinds of interviews on videotape: structured and unstructured interviews. The pilot study questions also required the participants to measure which applicant used impression management and which applicant did not use impression management. The results of the pilot study highly supported the pilot test questions. The results of the pilot study showed that 94.4% of participants identified that tape two contained a structured interview. The results also showed that 100% of participants' answers indicated that applicant B was using impression management tactics during the interviews.

The researcher also conducted a main study, after the pilot study, which examined the hypotheses of the study. The results showed that applicants who used impression management in an unstructured interview were rated higher than applicant who did not use impression management in the interview. The mean was 36.93 for unstructured interviews and 23.22 for structured interviews. The results also showed that applicants who used impression management in a structured interview were rated lower than applicants who did not use impression management. The mean for structured interviews

was 47.50, and for unstructured interviews 21.37. The results supported Hypotheses 1a and 1b.

These results followed the path of previous research done by Tedeschi and Melburg (1984) and Turnely and Bolino (2001), which stated that the actors tried hard to present desirable images and to avoid presenting undesirable images. The actors in an organizational interview engaged themselves in targeting the interviewer's desirable qualities in order to gain the interviewer's approval. In addition, Mcfarland, Ryan, and Krisks (2003) found that using an impression management tactic depends on the assessment methods an interviewer is using to evaluate the applicants. As a result, applicants used more impression management tactics with unstructured interviews than with structured interviews. Due to the way unstructured interviews are performed, applicants are able to use impression management tactics more easily.

The results also revealed that applicants were rated higher in a structured interview setting than an unstructured interview setting; this result did not support Hypothesis 2, though the results of the first hypothesis revealed that applicants who used impression management in an unstructured interview were rated higher than applicants who did not use impression management in an unstructured interview. The data indicated that applicants who used impression management tactics in the interviews were rated higher in an unstructured interview than in a structured interview.

According to Huffcutt, Conway, Roth, and Stone (2001), there are differences between structured and unstructured interviews. Those differences affect the interview's characteristics. Unstructured interview questions are more focused on a wide range of characteristics such as general intelligence, education, experience, and interests. While

structured interviews are more focused on characteristics, such as job knowledge and skills, organizational fit, social skills, and problem solving skills; those characteristics are a better predictor for job-performance.

In addition, the results of this study showed that the unstructured interview format allowed applicants to use their impression management tactics in interviews more than the structured interview format because structured interview questions were more job-related, the structured interview questions were carefully chosen, and the responses of each question were predetermined, while the unstructured interview questions were more open ended questions. The results called for future research. Possibly, the use of different structured and unstructured interview formats would produce different results.

The results did not support Hypothesis 3. The results showed that raters preferred using a structured interview more than an unstructured interview when they interviewed applicants. Hypothesis 3 follows a series of studies done by Campion and Palmer (1997), Chapman, Uggerslev, and Webster (2003), Mullins and Davis (1981), Schmidt and Zimmerman (2004), and Van der zee, Bakker, and Bakker (2002), which stated that interviewers prefer using unstructured interviews when they interviewed applicants. Using an unstructured interview gave interviewers' power and control over the interview and the final rating. But the results after analyzing Hypothesis 3 followed the path of previous research done by Conway, Jako, and Goodman (1995), Huffcutt and Arthur (1994), Schmidt and Rader (1999), and Taylor and Small (2002), which stated that a structured interview has a higher validity than an unstructured interview. A structured interview contains job-related questions, while an unstructured interview contains more open ended questions. The results of Conway et al. (1995), Huffcutt et al. (1994),

Schmidt et al. (1999), and Taylor et al. (2002) studies showed that using an organized, structured interview can help interviewers predict an applicant's future job performance. The results suggested a need for future research. Perhaps a larger sample size may produce different results.

Moreover, the results supported Hypothesis 4a. The results were significant and revealed that the structured interview format was used in the interviews to help raters determine the right applicants for the job. This proved to be helpful, because the structured interview questions that were used in the lab experiment were valid and reliable. To be certain of reliability and validity of the lab experiment interview questions, a researcher requested a copy of the structured interview questions used in the Computer Support Specialist's interview at a large state university in the mid-west from the department of the Campus Technology Services. This result, supported by a research done by Pawson (1996), stated that structured interview questions are used by interviewers as stimuli that trigger the applicants' responses. By using the same questions with all applicants, they facilitated comparison processes between all applicants' responses.

In addition, the results supported research done by Allen (1999) and Waldron (1986), who found that using a structured interview allowed interviewers to avoid unnecessary questions and concentrate on specific task questions. Moreover, research done by Pulakos, Schmitt, Whitney, and Smitt (1996), stated that interviewers preferred using a structured interview because structured interviews are more organized and job-related.

The results did not support Hypothesis 4b. The results revealed that many raters agreed that an unstructured interview format would help them determine the right applicant for the job. The result showed that 42 participants out of 54 participants agreed that the unstructured interview format allowed them to determine the right applicant for the job. These results are supported studies done by Campion and Palmer (1997), Chapman, Uggerslev, and Webster (2003), Mullins and Davis (1981), Schmidt and Zimmerman (2004), and Van der zee, Bakker, and Bakker (2002), who stated that interviewers may perceive structured interviews as more valid than unstructured interviews, but they prefer to have unstructured interviews because with an unstructured interview, interviewers have more power and control over the interview and the final rating. This result called for future research. Maybe different kinds of jobs would produce different results.

Summary

This study revealed that raters do notice that applicants do use their impression management tactics in an unstructured interview more than a structured interview, because an unstructured interview format allowed applicants to use their impression management skills to get the job. Moreover, raters needed to be aware of impression management tactics that applicants use in interviews. The results showed that a high percentage of raters preferred using a structured interview more than an unstructured interview when they interviewed applicants, because the data that the interviewers collected from applicants in the unstructured interview caused the interviewers more difficulty in reaching a final decision. Interviewers tried to retrieve the data that they collected from their memory, connected them together, and then made their rating of all

the responses they thought were close to the right response. Applicants also were rated higher in a structured interview than an unstructured interview.

Limitations

This study had several limitations. The first limitation was using students to perform as raters. The participants were working on their undergraduate business and psychology degrees. Most of our participants had no work experience as an interviewer, and as a result, their rating scores could be affected. Perhaps future researchers might consider a population that has more work experience, such as MBA students.

The second limitation was that the interviews were taped and shown to participants in their classroom. Classroom experiences are not equivalent to real life interview experiences and, in return, may affect the raters' ratings. Chapman and Rowe (2001) examined whether interviewers' ratings of applicants were affected as a result of using video-conference technology rather than a face-to-face interview to conduct the interview. A structured and an unstructured interview were used. The results of this study showed that interviewers' ratings of applicants were affected by the interview medium. Interviewers were found to rate applicants in a video-conference based interview higher than applicants interviewed in a traditional face-to-face interview. The observed media differences in ratings may relate to the communication medium that may have reduced the anxiety between the interviewers and the applicant. Future research should empirically examine the external affect on raters' ratings.

The third limitation was that participants had no training experience on the impression management tactics that the applicants used in the interviews. As a result, the participants in this study might not be able to judge impression management tactics when

they come across them. In a study done by Gilmore and Ferris (1989), real employment interviewers were used to evaluate the applicant. Also, the applicant was presented to the interviewers through a videotaped interview segment and a resume. The results showed that interviewers were influenced by impression management regardless of applicant qualifications. Moreover, impression management tactics used by applicants in the interview may vary in effectiveness as of function of such factors such as how well defined the job is, the amount of information the interviewer has about the job, and how much training and preparation the interviewer has. Future research might focus on the training program content of the interviews.

Future Research

This study was conducted to examine the effect of structured and unstructured interviews on impression management. The results supported some of the study hypotheses and provided a basis to build future research to further examine these findings.

For future research, this study could be replicated in such a way as to use raters with real work experiences. An approach would be to e-mail the videotaped interviews with the questions to company managers rather than showing the videotapes to students in their classroom. It would also be important for the researchers to focus on raters who had been in a training program for impression management tactics. By focusing on participants with experience on impression management tactic skills that were used by applicants, there might be more accurate and informative results. According to Gilmore and Ferris (1989), success in using impression management in interviews depends on

how much information an interviewer knows about the job and on the amount of training and experience an interviewer had.

This study was conducted with structured interview questions used in the Computer Support Specialist's interview. It would be interesting for researchers to conduct a study with a variety of jobs that use different types of structured interview formats. For example, a job of a sales-person would give different results. Today, most interviewers still believe they can intuitively decide if an applicant will be a good employee or not, and because of that, many interviewers do not prepare for the interview (Bragger, Kutcher, Morgan, & Firth, 2002; Chapman, Uggerslev, & Webster, 2003; Schmidt & Zimmerman , 2004).

Finally, recent rapid changes in business size, technology, and competition in the global market led companies to be more selective of their employees. Many organizations are hiring fewer workers. Those workers must know more, do more, and that means companies must recruit more wisely (Terpstea, 1996). Conducting further research on the topic could benefit an organization in conducting an accurate interview. Also, conducting research on impression management tactic use and influences across different kinds of interview methods would help companies understand what characteristics facilitate or prevent applicant's impression management use or to make impression management attempts more or less effective. Such research would help identify what kinds of interview formats decrease or increase the applicant's impression management attempts and effectiveness.

References

Allen, L. (1999). Structured interviews. *Mortgage Banking, 59*, 109-110. Retrieved June 7, 2004, from OCLC First Search.

Archer, E. (2003). The give & take of successful job interviews. *AFP Exchange, 23*, 58-59. Retrieved June 8, 2004, from OCLC First Search.

Birchfield, R. (2004). Corporate governance honesty at the top: Boards can recruit for integrity; appointing a chief executive is still the single most important job on a board's agenda. But what an increasing number of organizations want in a CEO and other top management is integrity and honesty. So, it is possible to interview for what sometimes seems like two awfully scarce commodities. *New Zealand Management*, 70-71. Retrieved June 8, 2004, from OCLC First Search.

Blackman, M. C. (2002). Personality judgment and the utility of the unstructured employment interview. *Basic and Applied Social Psychology, 24*, 241-250.

Bozeman, D. P., & Kacmar, K. M. (1997). A cybernetic model of impression management processes in organizations. *Organizational Behavior and Human Decision Processes, 69*, 9-30.

Bragger, J. D., Kutcher, E., Morgan, J., & Firth, P. (2002). The effect of the structured interview on reducing biases against pregnant job applicants. *A Journal of Research, 12*, 215-227. Retrieved June 8, 2004, from Expanded Academic ASAP.

Brink, T. L. (1992). A discouraging word improves your interviews. *HRMagazine, 37(12)*, 49-52. Retrieved June 14, 2004, from OCLC First Search.

Campion, M. A., & Palmer, D. C. J. (1997). A review of structure in the selection interview. *Personnel Psychology, 59*, 655-702. Retrieved June 7, 2004, from OCLC First Search.

Chapman, D. S., & Rowe, P. M. (2001). The impact of videoconference technology, interview structure, and interviewer gender on interviewer evaluations in the employment interview: A field experiment. *Journal of Occupational and Organizational Psychology*, 279-298. Retrieved June 7, 2004, from OCLC First Search.

Chapman, D. S., Uggerslev, K. L., & Webster, J. (2003). Applicant reactions to face-to-face and technology-mediated interviews: A field investigation. *Journal of Applied Psychology, 88*, 944-953.

Conway, J. M., Jako, R. A., & Goodman, D. F. (1995). A meta-analysis of interrater and internal consistency reliability of selection interview. *Journal of Applied Psychology, 80*, 565-579.

Crant, J. M. (1996). Doing more harm than good: When is impression management likely to evoke a negative response. *Journal of Applied Social Psychology, 26*, 1454-1471.

Fletcher, C. (1990). The relationships between candidate personality, self-presentation strategies, and interviewer assessments in selection interview: An empirical study. *Human Relations, 43*, 739-749.

Ganzach, Y., & Kluger, A. K. N. (2000). Making decisions from an interview: Expert measurement and mechanical combination. *Personnel Psychology, 53*, 1-20. Retrieved June 7, 2004, from OCLC First Search.

Gilmore, D. C., & Ferris, G. R. (1989). The effects of candidate impression management tactics on interviewer judgments. *Journal of Management, 15*, 557-564.

Huffcutt, A. I., & Arthur, W. JR. (1994). Hunter and Hunter (1984) revisited: Interview validity for entry-level jobs. *Journal of Applied Psychology, 79*, 184-190.

Huffcutt, A. I., Conway, J. M., Roth, P. L., & Stone, N. J. (2001). Identification and meta-analytic assessment of psychological constructs measured in employment interviews. *Journal of Applied Psychology, 86*, 897-913. Retrieved June 7, 2004, from OCLC First Search.

Jackson, R. (2003). Nailing the interview. *Nursing Management, 12,* 6-8. Retrieved June 8, 2004, from OCLC First Search.

Kacmar, K. M., & Carlson, D. S. (1999). Effectiveness of impression management tactics across human resource situations. *Journal of Applied Social Psychology, 29*, 1293-1315.

Lees, J. (2004). Getting though the interview minefield. *Personnel Today, 13,* p. 22. Retrieved June 8, 2004, from OCLC First Search.

Liden, R. C., Martin, C. L., & Parsons, C. K. (1993). Interviewer and applicant behaviors in employment interviews. *The Academy of Management Journal, 36*, 372-386.

Lindaman, C. (1997). Tools for successful interview. *Nursing Management, 28*, 32B-32D. Retrieved June 7, 2004, from OCLC First Search.

Maughan, B. (2004). Investigator-based interviews. *International Journal of Market Research, 46*, 99-104. Retrieved June 15, 2004, from Business & Company Resource Center.

McDaniel, M. A., Whetzel, D. L., Schmidt, F. L., & Maurer, S. D. (1994). The validity of employment interviews: A comprehensive review and meta-analysis. *Journal of Applied Psychology, 79*, 599-616.

McFarland, L. A., Ryan, A. M., & Kriska, S. D. (2003). Impression Management. *Journal of Management, 29*, 641-658. Retrieved September 2, 2004, from Search Results.

Mullins, T. W., & Davis, R. H. (1981). A strategy for managing the selection interview process. *Personnel Administrators, 26*, 65-67 & 71-74.

Pawson, R. (1996). Theorizing the interview. *British Journal of Sociology, 47*, 295-314.

Pratt, H. J. (1987). Improving your interviews. *ARMA Records Management Quarterly, 21*, 32-54.

Pulakos, E. D., Schmitt, N. W., Whitney, N., & Smith, D. M. (1996). Individual differences in interviewer rating: The impact of standardization, consensus discussion, and sampling error on the validity of a structured interview. *Personnel Psychology, 49*, 85-102. Retrieved June 7, 2004, from OCLC First Search.

Ratcliffe, J. (2002). Scenario planning: Strategic interviews and conversations. *Foresight, 4*, 19-30.

Rynes, S., & Gerhart, B. (1990). Interviewer assessments of candidate fit: An exploratory investigation. *Personnel Psychology, 43,* 13-35.

Sacco, J. M., Scheu, C. R., Ryan, A. M., & Schmitt, N. (2003). An investigation of race and sex similarity effects in interviews: A multilevel approach to relational demography. *Journal of Applied Psychology, 88*, 852-865.

Schmidt, F. L., & Rader, M. (1999). Exploring the boundary conditions for interview validity: Meta- analytic validity findings for a new interview type. *Personnel Psychology, 52*, 445-464. Retrieved June 7, 2004, from OCLC First Search.

Schmidt, F. L., & Zimmerman, R. D. (2004). A counterintuitive hypothesis about employment interview validity and some supporting evidence. *Journal of Applied Psychology, 89*, 553-561.

Schultz, B. (2003). Interviewing acumen. *Network World, 20*, 53. Retrieved June 14, 2004, from OCLC First Search.

Stevens, C. K., & Kristof, A. L. (1995). Making the right impression: A field study of candidate impression management during job interviews. *Journal of Applied Psychology, 80*, 587-606.

Taylor, P. J., & Small, B. (2002). Asking applicants what they would do versus what they did do: A meta-analytic comparison of situational and past behaviour employment interview questions. *Journal of Occupational and Organizational Psychology*, 277-294. Retrieved June 7, 2004, from OCLC First Search.

Tedeschi, J. T., & Melburg, V. (1984). Impression management and influence in the organization. *Research in the Sociology of Organizations, 3,* 31-58.

Terpstra, D. E. (1996). The search for effective methods. *HR Focus, 73*, 16-17. Retrieved June 14, 2004, from OCLC First Search.

Turnley, W. H., & Bolino, M. C. (2001). Achieving desired images while avoiding undesired images: Exploring the role of self-monitoring in impression management. *Journal of Applied Psychology, 86*, 351-360.

Van der Zee, K. I., Bakker, A. B., & Bakker, P. (2002). Why are structured interviews so rarely used in personnel selection? *Journal of Applied Psychology, 87*, 176-184.

Waldron, V. R. (1986). Interviewing for knowledge. *IEEE Transactions Professional Communications, 29*, 31-34.

Wayne, S. J., & Liden, R. C. (1995). Effects of impression management on performance ratings: A longitudinal study. *Academy of Management Journal, 38*, 232-260.

Wiesner, W. H., & Cronshaw, S. F. (1988).A met-analytic investigation of the impact of interview format and degree of structure on the validity of the employment interview. *Journal of Occupational Psychology, 61*, 275-290.

Wright, P. M., Lichtenfels, P. A., & Pursell, E. D. (1989). The structured interview: Additional studies and a meta-analysis. *Journal of Occupational Psychology, 62,* 191-199.

Structured Interview Questions

Rate the applicants according to their performances and responses to the interview's questions:

	Very bad	Bad	Average	Good	Very good
1. What is the maximum cable length on a category five cable?	1	2	3	4	5
2. A user calls and says they can't get on the network. What would be your plan of troubleshooting?	1	2	3	4	5
3. What is the difference between a hub, switch, and router? What are their functions?	1	2	3	4	5
4. What local group has permission to install software on a Windows NT Workstation?	1	2	3	4	5
5. There is a printer installed in a resource domain. You want to grant access to a user in the master domain. How do you accomplish that?	1	2	3	4	5
6. What is the function of a DHCP server? What parameters can a DHCP server pass to the client?	1	2	3	4	5
7. You try to telnet to a specific host using its host name but cannot connect. Where would you go from here?	1	2	3	4	5
8. What is the function of a subnet mask?	1	2	3	4	5
9. What are some of the Windows command line entries that can be used for network troubleshooting?	1	2	3	4	5
10. What is your experience with backing up NT Servers? What sort of backup plan would you implement if that was your responsibility?	1	2	3	4	5

Structured Interview Answers

1. 107 meters.
2. Check cables, check network card for a link light, verify the network card setting, and use command prompt commands to verify the IP and ping the router.
3. A hub amplifies and passes network packets to all ports, a switch can look in the packet and send it to a specific port on the switch, and a router can look in the packet and find shortest route to the final destination.
4. The administrator.
5. Add the user to a print group for the resource domain and give the print group permission to the printer.
6. DHCP assigns IP numbers to computers; some of the parameters are IP numbers, subnet mask default gateway.
7. Try to resolve to the IP address.
8. A subnet mask is used to determine whether the requested address is in the local subnet or outside the local subnet.
9. Ipconfig/all, ipconfig/release, ipconfig/renew, pig local host, ping "net address or name:, nbstat, tracert.
10. Daily deferential backups and complete backups once or twice a week.

Unstructured Interview Questions

Rate the applicants according to their performances and responses to the interview's questions:

	Very bad	Bad	Average	Good	Very good
1. Rate the way the applicant introduced herself?	1	2	3	4	5
2. Tell me about your-self. Please provide an example?	1	2	3	4	5
3. In a self-assessment, what would you consider to be personal weaknesses?	1	2	3	4	5
4. In a self-assessment, what would you consider to be personal strengths?	1	2	3	4	5
5. Do you have any hobbies that you like?	1	2	3	4	5
6. What would your current employer say your greatest asset is?	1	2	3	4	5
7. What do you see yourself doing in five years?	1	2	3	4	5
8. Have you been in a situation where you have disagreed with a supervisor?	1	2	3	4	5
9. Have you ever had a conflict with a co-worker?	1	2	3	4	5
10. Please tell me why I should hire you over any of the other applicants?	1	2	3	4	5

Survey Questions

Demographics Questions

1. What is your gender? Female Male

2. What is your age between? Younger than 20 20-25 26-30 31-35 older than 35

3. Are you currently employed? Yes No

4. Have you ever worked as a manager or an assistant manager? Yes No

Answer the following questions by circling one of the following answers:

5. Did the interview format used on tape during the interviews allow you to determine which applicant to select for the job?

   Yes No

6. If you rated more applicants in the future, would you prefer to use the structured set of questions provided or would you prefer the interview to be unstructured so that you could ask any question you wanted, in any order to any candidate?

   Structured interview Unstructured interview

Informed Consent

Dear Participant,

The Department of Psychology and Special Education at Emporia State University supports the practice of protection for human subjects participating in research and related activities. We would like to ask you to participate in a short lab experiment by watching a videotape. The videotape contains two interviews. Each interview takes no more than 5 minutes. After watching both interviews, you are going to answer the questions that you have on the question sheet provided. Approximated time to answer these questions is less than 8 minutes. Also, you need to answer the questions on the survey sheet; approximated time to answer these questions is less than 2 minutes. All information gathered in this lab experiment will only be reported in summary form. After answering the questions, submit the answering sheets to the researcher before you leave the lab. If you have any questions, please ask the researcher.

If you choose to participate, please sign below. You should be aware that even if you choose to participate, you are free to withdraw at any time without any consequences.

I have read the above statement and I have been fully advised of the procedures to be used in this project. I have been given sufficient opportunity to ask any questions I had concerning the procedures and possible risks involved. I understand the potential risks involved and I assume them voluntarily. I also understand that I can withdraw from the study at any time without being subject to any reaction.

---------- ----------

Participant Signature Date

Sincerely,
Kathy Alkhouri
E-mail: salkhouri@aol.com

Dr. Brian W. Schrader
E-mail: Schrader@emporia.edu

Mahmood Shandiz, Ph.D
Meinders School of Business
Senior Associate Dean
Director of MBA Programs
Professor of Management Science
Oklahoma City University
2501 N. Blackwelder
Oklahoma City, Oklahoma 73106-1493

Dear Dr. Shandiz,

I am writing this letter regarding the lab experiment I am conducting. I am currently working on my master's degree in Industrial-Organizational Psychology at Emporia State University in Emporia, Kansas. Students in the Industrial-Organizational Psychology program are required to write a thesis as a part of their academic process.

Oklahoma City University (OCU) is my former university. I am now a resident in Oklahoma, so I am hoping that I can include OCU as a part of my thesis. I am asking for your permission to conduct my lab experiment at the OCU lab.

If you foresee any potential problems for me doing that, please let me know.

Sincerely

Kathy Alkouri

Salkhouri@aol,com

Telephone # (405) 410-2166

Senior Associate Dean

Emporia State University

1200 Commercial ST

Emporia, KS 66801-508

Telephone (620) 341-1200

Department of Psychology and Special Education

December / 2005

The Oral Administration of the Survey

The researcher began the instruction by introducing herself "my name is Kathy Alkhouri, I am an I/O psychology student at ESU". Then the researcher stated, "I am doing a lab experiment on the effect of structured and unstructured interviews on impression management. Your help is requested by participating in the lab experiment. If you choose to participate, all the information you provide will remain confidential and anonymous. Each one of the participants will receive a copy of informed consent. All participants must read the informed consent and if he/she agrees on the lab experiment conditions, he/she will sign it and return it back to the researcher. If anybody feels that he/she does not agree with the informed consent, he/she is free to leave. For participants who choose to participate in the lab experiment, the researcher will explain the experiment's procedures."

The researcher gave applicants background information about the job history of Computer Support Specialist. The researcher explained to the participants that they were going to watch a videotape. The videotape contained two interviews. The first interview was performed with an applicant A. The second interview was performed with an applicant B. The interviewer in the videotape used a structured interview with both

applicants (A & B). After watching the interviews, the participants rated each applicant according to his/her qualifications for the job by comparison of each applicant's performance with the interview answering sheet. After all interviews were completed, all the participants answered a survey questionnaire. It took approximately 2 minutes to completed. After the participants completed the survey questions, they were asked to return the interview questions and the survey to the researcher before they left the lab. On the second day, the researcher gave the same information and used the same procedures with the other 54 participants who participated in an unstructured interview lab experiment.

The researcher stated, "If you have any questions about the lab experiment, please raise your hand; I will be happy to answer your questions. For the participants who choose to help with their knowledge and skills, I have provided you with doughnuts and coffee."

The researcher then thanked each participant after he/she completed the lab experiment by saying, "Thank you for you participation."

IRB

Emporia State University

1200 Commercial ST

Emporia, KS 66801-508

Telephone (620) 341-1200

Department of Psychology and Special Education

December / 2005

The Oral Administration of the Pilot Study Survey

The researcher began the instruction by introducing herself "my name is Kathy Alkhouri, and I am an I/O psychology student at ESU". Then the researcher stated, "We would like you to participate in a short pilot study by watching two videotapes. Each videotape contains two interviews. Each interview takes no more than 5 minutes. After watching all interviews, you are going to answer four questions that you have on the questions sheet you provide. Approximated time to answer these two questions is less than one minute. All information gathered in this pilot study will only be reported in summary form. After answering the questions, submit the answer sheet to the researcher before you leave.

If you choose to participate, all the information you provide will remain confidential and anonymous. Each one of the participants will receive a copy of informed consent. All participants must read the informed consent and if he/she agrees on the pilot study conditions, he/she will sign and return it back to the researcher. If anybody feels that he/she does not agree with the informed consent, he/she is free to leave. You should be aware that even if you choose to participate, you are free to withdraw at any time without any consequences."

The researcher then stated, "If you have any questions about the pilot study, please raise your hand; I will be happy to answer your questions. For the participants who choose to help with their knowledge and skills, I have provided you with doughnuts and coffee."

The researcher then thanked each participant after he/she completed the pilot study experiment by saying, "thank you for your participation."

Pilot Study Questions

Answer the following questions by circling one of the following answers:

1. Which videotape contains a structured interview?

   Tape one Tape two

2. Which applicant uses impression management tactics?

   Applicant A Applicant B

Demographics Questions

3. What is your gender? Female male

4. What is your age between? Younger than 20 21-25 26-30 31-35 older than 35

Permission to Copy Page

I, *Kathy S. Alkhouri*, hereby submit this thesis to Emporia State University as partial fulfillment of the requirements for an advanced degree. I agree that the Library of the University may make it available for use in accordance with its regulations governing materials of this type. I further agree that quoting, photocopying, or other reproduction of this document is allowed for private study, scholarship (including teaching) and research purpose of a nonprofit nature. No copying which involves potential financial gain will be allowed without written permission of the author.

Kathy S. Alkhouri
Signature of Author

August 21, 2006
Date

The Effect of Structured and Unstructured Interviews on Impression Management
Title of Thesis

Signature of Graduate Office Staff Member

9-11-06
Date Received