

THESIS



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The Effects of a Candidate's Physical Attractiveness
and Display of immediacy on Interviewer's Hiring Decisions

presented by

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has been accepted towards fulfillment
of the requirements for

M.A. degree in Communication

A handwritten signature in cursive script, reading "William A. Donohue".

Major professor

Dr. William A. Donohue

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THE EFFECTS OF A CANDIDATE'S PHYSICAL ATTRACTIVENESS
AND DISPLAY OF IMMEDIACY ON INTERVIEWER'S HIRING DECISIONS

By

Chrystella Mary Farrior Atwater

A THESIS

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ABSTRACT

THE EFFECTS OF A CANDIDATE'S PHYSICAL ATTRACTIVENESS AND DISPLAY OF IMMEDIACY ON INTERVIEWER'S HIRING DECISIONS

By

Chrystella Mary Farrior Atwater

This study examined the impact of interviewee attractiveness and verbal and nonverbal immediacy on hiring decisions in the context of the employment interview. Results suggest a main effect for immediacy with immediate behaviors evaluated more favorably than non-immediate behaviors. This finding must be interpreted in light of an interaction of immediacy with attractiveness. In the interviewing context, the attractive interviewee was less likely to be hired than the unattractive interviewee when both communicated non-immediately. This may suggest that the attractive candidate was penalized more severely because her distant communication tactics were interpreted as being "snobbish". Conversely, the unattractive applicant received more sympathy on the part of the raters because her cold communication behavior was possibly rationalized as being the product of her unfortunate appearance (i.e., self-consciousness or lack of confidence when communication with others).

To my parents and Frankie.

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CHAPTER I INTRODUCTION

Typically, organizations place a tremendous emphasis on training their interviewers to select from numerous applicants only those who will serve as assets to the organization. Much research on the hiring process has shown that interviewers use subjective rather than objective criteria in assessing the capabilities of applicants (Hollingsworth, 1923; Anstey and Mercer, 1956; Bassett, 1965; Peshkin, 1971). Specifically, interviewers have been found to make their employment decisions based on their "intuitive" first impressions of applicants. Consequently, investigators have become interested in those factors influencing an interviewer's perception of a candidate's acceptability to be employed in the organization.

Research on the interviewing process has shown that a candidate's physical attractiveness and display of immediate communicative behaviors increases his/her likelihood of being employed. However, no research to date has investigated the possible conjoint effects of these two variables on hiring decisions. The goal of the present research was to determine whether or not an interviewer's perception is influenced by both a candidate's level of attractiveness and verbal and nonverbal immediacy. For clarification

purposes it is necessary to note that under the construct of immediacy, both immediate and non-immediate cues will be analyzed. The present paper will begin by reviewing the literature supporting the subjective nature of the interviewing process, the influence of physical attractiveness, and verbal and nonverbal immediacy in determining employment evaluations.

Literature Review

The interviewing process is used by organizations to 'size-up' applicants during a face-to-face conversation. According to Peshkin (1971), the interview is an indispensable process that provides invaluable knowledge about applicants' motivation to work, life goals, background, reaction to pressure, ability to think on their feet, and inhibitions. Traditionally, the content and process of an interview is thought of as being a brief, dyadic interaction, whereby, the interviewer asks a set of standard questions to the applicants to assess their job aptitude. The interviewee, on the other hand, simply responds to the interviewer's questions.

Bellow and Estep (1959) contend that ideally, the interviewer's main responsibility is to exert selective control over the information he/she receives. Specifically, the interviewer's duty is to keep in mind the underlying rationale and purpose of the interview. Following the interview, the interviewer evaluates the applicant on the

basis of his/her responses and resume (or other relevant data on the applicant). He/she then makes a decision to hire or reject the applicant.

One would presume that if interviewers were objective in their assessment of applicants there would be more validity and reliability in the interviewing process. Unfortunately, much data has been documented to suggest that the interview is a subjective and dubious process (Randell, 1978; Carlston, et al., 1971; Anstey et al., 1976; Anstey and Mercer, 1956).

Beneath the ritualistic and standardized exterior of the interviewing process lies a unique sort of social interaction between two persons in a face-to-face context. Erickson and Schultz (1982) argue that while the interview seems to be the type of speech situation that is confined by a brief period of time, organizational rules, and general cultural norms of appropriate behavior, the participants are also reacting to each other as individuals. Therefore, in understanding the nature of the interviewing process, one must take under consideration the notion that the interviewer is a human being who is reacting to another human being. In other words, the interviewer is not immune to evaluating applicants on a subjective basis.

Thinking of the interviewer as a human being rather than as an objective robot may explain why there is little reliability and validity in the interviewing process. To illustrate this point, Hollingsworth (1923) conducted an

experiment wherein twelve sales managers were asked to interview fifty-seven applicants for sales positions. Each applicant was separately screened and appraised by each manager. Hollingsworth found that there was little consensus and amazing discrepancies in the managers' evaluation of the candidates. For example, one applicant was ranked fifty-seventh by one interviewer and first by another.

While the nature and purpose of the interviewer's job is to make certain judgments about an applicant, the above illustration demonstrates that many interviewers fall victim to their personal perception on which they form attitudes and ultimately make decisions about applicants (Peshkin, 1971). Furthermore, Peshkin argues that many interviewers believe that they possess an intuitive ability to categorize applicants in a certain way. Specifically, they believe that they have the ability to label certain applicants as being honest, motivated, and reliable, all of which are characteristics necessary to be employed (Bassett, 1965).

Peshkin (1971) contends that an interviewer's overall perception of a candidate is primarily influenced by his/her first impression of the candidate. A first impression is formed by an individual's stereotypical judgment of another based upon limited information. Stano (1982) argues that because most interviews are brief, the participants must rely on first impression information to assess each other.

While Stano contends that impression formation within the interview is reciprocal, it can be argued that the interviewer's impression of the applicant is more crucial in determining the outcome of the interview. Cohen and Ethredge (1975) make this point directly in their definition of an interview. They state: "(an interview is) an appraisal process in which recruiters observe various applicant behaviors that prompt referral decision" (p. 210).

In the interview setting, researchers have found that interviewers assign positive or negative "halos" to candidates on the basis of their first impressions (McQuaig, 1981; Peshkin, 1971; Lopez, 1965). Investigators have referred to this phenomena as the "halo effect" which is a favorable or unfavorable generalization allotted to an applicant. McQuaig (1981) contends that it is an overwhelming impression that a certain candidate either has everything and is perfect for the job or is completely unqualified. Moreover, a positive halo influences an interviewer into feeling a strong, subconscious attraction for the candidate, which hypnotizes her/him into concluding that the candidate is the 'right' person for the position. It can be further argued that the converse is true with unfavorable candidates.

Though the nature and purpose of the interviewer's job is to make certain judgments about applicants, many interviewers rely on subjective characteristics, traits and/or behaviors possessed by applicants which are completely unrelated to the interview. For example, an applicant's

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attentiveness may be a relevant behavior, while his/her nervous habits may not. With these barriers infringing upon the objectivity of the interviewing process, the reliability and validity of successful screening of job applicants is greatly reduced.

Erickson and Schultz (1982) refer to the collectiveness of an applicant's behavior in an interview as "performed social identity." This identity is an aggregate of relevant (e.g., "universalistic attributes") and irrelevant applicant characteristics (i.e., "particularistic attributes"). Erickson and Schultz argue that while the interviewer is officially confined to evaluate universalistic attributes held by a candidate, particularistic attributes tend to leak in and occupy the center of attention. Therefore, the candidate's probability of being hired may be contingent upon possession of favorable particularistic attributes.

Physical Attractiveness

One particularistic attribute which has been generally found to make a favorable impression on people is that of physical attractiveness, while unattractiveness is usually associated with negative impressions (Dion et al., 1972; Miller, 1970). Therefore, it is not surprising that researchers have found that physically attractive candidates are more likely than unattractive candidates to be employed by organizations.

Defining physical attractiveness, however, has been problematic due to the notion that beauty is in the eye of the beholder. However, this enigma has not deterred researchers from finding a standardized conceptualization of physical attractiveness. Some researchers have theorized that the media (e.g., Hollywood, television, and advertising) has conditioned people to recognize beautiful persons (Burgoon and Saine, 1978; Kendrick and Guitierres, 1980). To support this contention, research findings indicate that people can unanimously agree upon what an attractive female looks like (Kopera et al., 1971; Cavior, 1981 in Kendrick and Guitierres, 1980; and Martin, 1964).

Interviewing textbooks have advised candidates that their appearance is an important part of their self-presentation to the interviewer and therefore it is necessary to look as "good" as possible (Moffat, 1979). Studies have shown that a candidate's appearance is a reliable indicator of being chosen for a position (Wexley, Fugita, and Malone, 1975; Austin and Vines, 1980). While this literature is primarily concerned with a candidate's neatness (i.e., clothes, hair, grooming, etc.), it is possible that the more attractive a candidate appears as a result of following these guidelines, the more likely he/she will make a favorable impression on the interviewer.

Physically attractive persons make favorable impressions because observers like them (Joseph, 1977; Snyder and Rothbart, 1977). As observers, there is a tendency to

assign the physically attractive person innumerable socially desirable traits. For instance, Dion et al. (1972) found that college men and women expected physically attractive people of both sexes to possess more strength, sexual warmth, sensitivity, kindness, poise, modesty and better character than unattractive persons. Dipoye et al. (1977), found that physical attractiveness was quite an influential determiner in the perceived competence of business managers. Miller (1970) analyzed bi-polar adjectives attributed to attractive and unattractive persons. He found that in fifteen out of seventeen adjectives (i.e., competent/incompetent, logical/illogical, friendly/unfriendly, warm/cold, etc.) physically attractive persons were rated more favorably than unattractive persons.

Research on the effects of a physically attractive candidate on personnel selection has indicated that physically attractive persons are more likely to be hired than unattractive candidates (Dipoye et al., 1977; Cash et al., 1977). Dipoye et al. (1977), found that male college recruiters and business students were more willing to hire a physically attractive candidate for a supervisory position than an equally qualified unattractive candidate regardless of sex. Cash et al. (1977) found that employment potential for both sexes is significantly greater for attractive rather than unattractive candidates.

While the previous findings have indicated that attractive applicants have an edge over their unattractive

counterparts, none of these results have yet been substantiated in actual or simulated interviews. The above research simply assessed an interviewer's likelihood of hiring an applicant on the basis of a photograph (e.g., manipulated to depict either an attractive or unattractive candidate) along with an attached resume which enumerated the qualifications of the applicant.

Additionally, this limited methodology has overlooked the possibility that a candidate's physical attractiveness may have a totally different effect on hiring decisions when considered in conjunction with his/her nonverbal and verbal communicative behaviors, since these variables occur in unison in the real life interview. Scherer et al. (1977) supported this notion when they found that the number of channels available to people on which to make judgments about others affected their evaluations.

Immediacy

Nida and Williams (1977) contend that there are two major categories from which people can gather information: (1) appearance and (2) behavior. The latter suggests that how a person 'acts' in the presence of another has an effect on how others perceive him/her. It is not surprising to find that much research has been dedicated to uncovering what impressions certain verbal and nonverbal communicative behaviors convey to others. It can be argued that the

majority of this research falls under the rubric of communicative Immediacy and Non-immediacy.

Verbal and nonverbal immediacy has been conceptualized as the decreasing of physical or psychological distance between communicators (Mehrabian, 1967, 1969, 1971(a); Andersen, 1979; Andersen, Andersen and Jensen, 1979). Immediate communication is used when one wishes to convey liking, trust, caring or intimacy to another person or object (Burgoon et al., 1982).

Conversely, non-immediate communication has been defined as the increasing of psychological or physical distance between participants in a communication transaction (Mehrabian, 1967, 1969, 1971(a); Mehrabian and Weiner, 1968). Non-immediate communication expresses one's detachment, distance and coldness towards another person or object (Burgoon et al., 1982).

Nonverbal Immediacy

To date, nonverbal communication has been accentuated in the research on the interviewing process. This trend has been perpetuated by investigators who suggest that how one non-verbally communicates is more important than one's verbal message (Argyle, 1972; Beier and Valens, 1975; Beier, 1966). Birdwhistle (1975) found that only thirty-five percent of verbal communication in face-to-face interaction carries social meaning, while fifty-five percent is interpreted through nonverbal communication.

Though many nonverbal immediate and non-immediate behaviors have been studied, four of them are commonly cited in one form or another: (1) physical proximity, (2) eye contact, (3) body lean and (4) smiling (Fugita and Makel, 1977). According to (Argyle and Dean, 1965; Mehrabian, 1971; Anderson, 1979), proximity corresponds directly with the psychological distance that is created. Goldring (1967) found that observers judged a far distance as being cold and unresponsive. Patterson and Sechrest (1970) found that confederates were judged as least extroverted and socially active at a far distance and most active at a near distance.

In terms of eye contact, increased looking has been associated with more favorable socio-emotional evaluations by the receiver (Beebe, 1980; Goldberg, Kiesler and Collins, 1969; Kleinke, Meeker and LaForge, 1974; McDowell, 1973; Reece and Whitman, 1961). Research clearly indicates that frequency and duration of eye contact induces positive regard, while lack of eye contact has been found to have the opposite effect on receivers. Researchers have found that non-immediacy and psychological distance were strongly linked with minimal eye contact (Andersen, 1979; Andersen, Andersen and Jensen, 1979; Mehrabian, 1968, 1971(b), 1972; Mehrabian and Williams, 1969; Patterson, 1976).

Students of communication have found that a forward body lean characterizes rapport and immediacy, while a reclining posture is perceived as expressing passivity and boredom (Goldring, 1967; Trout and Rosenfeld, 1980). And

finally, smiling is universally recognized as meaning attraction, liking, and intimacy (Burgoon et al., 1982). When people are seeking positive evaluations from others, they tend to smile (Coults and Schneider, 1976; Rosenfeld, 1966). Friendliness is conveyed through smiling (Patterson et al., 1981) and is more immediate (Bayes, 1970; Gutsell and Anderson, 1980). The lack of smiling has not yet been researched (Burgoon et al., 1982), however, it can be argued that no smiling will usually be evaluated less positively than the presence of smiling.

Interviewer's hiring decisions have been found to be swayed by a variety of nonverbal cues exhibited by applicants during the interview session (Imada and Hakel, 1977; Hopper and Williams, 1973; Hopper, 1972). Interviewers tend to interpret certain nonverbal behaviors as being indicative of positive social behavior and vocational motivation (Sigleman and Davis, 1978). It can therefore be argued that nonverbal behaviors which are positively evaluated are immediate because the applicant seems to convey interest and liking for the position. Conversely, non-immediate behaviors are interpreted by the interviewer as representing a lack of motivation and laziness on the part of an applicant.

Wexley, Fugita and Malone (1975) found that high levels of eye contact, gesturing, smiling and appropriate tone of voice were taken to represent enthusiasm and resulted in higher evaluations of applicants in simulated

interviews. Barbee and Kiel (1973) found that global ratings of posture and mannerisms were closely related with positive hiring ratings of job applicants in simulated job interviews. Young et al. (1979) contend that sometimes candidates fail in interviews because they engage in poor eye contact, sullen facial expressions and lack of head nodding. This indirectly supports the notion that non-immediate nonverbal behaviors are negatively evaluated by interviewers. Imada (1975) found that an active or immediate display in simulated job interviews yielded favorable hiring ratings when compared with less active styles.

The above literature makes it possible to argue that there is a parallel between a candidate's display of nonverbal covational motivation and immediacy. These behaviors are more likely to be interpreted as positive or favorable by the interviewer and this increases the candidate's hiring potential. In the same vein, the converse may hold true between a candidate's nonverbal display of boredom/passivity and non-immediacy. A decrease in the candidate's hiring potential should be most likely in these instances.

Verbal Immediacy

While Birdwhistle (1970) was earlier cited as arguing that verbal communication was subordinate to nonverbal cues in terms of the interpretation of meaning in social interaction, other research has shown that verbal communication does serve as an important evaluative criterion in

impression formation. Verbal skills can be evaluated by interviewers in terms of the degree to which the information is valuable and understandable (Sigleman and Davis, 1978). Tinsley (1978) found that one of the critical characteristics that recruiters look for in candidates is their ability to communicate.

Fiester and Giamba (1972) found that there was a significant correlation between several language indices and vocational success. Sigleman and Davis (1977) found that in their study, raters consciously perceived a candidate's speaking style. All of these findings suggest that verbal style may have a strong bearing on the interviewer's hiring decision. Specifically, an applicant's verbal immediacy may directly convey his or her enthusiasm, sincerity and motivation to work. On the other hand, non-immediate communication may be interpreted as aloofness, boredom and laziness toward work.

Mehrabian and Weiner (1968) composed a nine category verbal non-immediacy scale which presents various methods by which people create physical and/or psychological distance between themselves and others. Sorted into four groups, the categories provide a consistent way of assessing subtle communication attitudes towards an object of communication (e.g., a communication partner, topic, or situation). Donohue, Diez, Stahle and Burgoon (1983) restructured these groups for valid and reliable coding purposes by using the

following categories: (1) Spatial, (2) Temporal, (3) Implicit, and (4) Modified.

The first category has been labelled at "spatial." Here the communicator refers to the object of communication by using demonstrative pronouns such as "those", indicating an inconsistency between the spatial context in which the communication is taking place and the demonstrative pronouns used. This is representative of non-immediate communication. By using a demonstrative pronoun such as "these", on the other hand, it can be argued to exemplify more immediate communication, since there is more consistency between it and the spatial context.

The second category "temporal" involves the communicator's relationship to the object as being either in the past, present, or future. Mehrabian and Weiner (1968) argue that the past and future tenses connote less contact between the communicator and object while the present tense conveys that the communicator and object are still close and there is an anticipation for further interaction between the two.

Under the rubric of "implicit", the degree of ambiguity created by the communicator is determined. Non-specific reference to the object of communication is considered more non-immediate while more direct references indicate a higher degree of immediacy. The final category described as "modified" serves to uncover non-immediate communication by the passivity of the communicator's tone towards the object.

Conversely, a more active tone has been found to connote more immediacy.

Mehrabian and Wiener's (1968) non-immediacy categories make it possible to create both immediate and non-immediate messages and/or code for them in transcripts. Anthony (1974) conducted a study whereby raters evaluated handwritten paragraphs describing people using immediate or non-immediate language. When the paragraphs were written using immediate communication, raters tended to think that the author liked the person he/she was describing and wished for continued interaction with them. This suggests that verbal immediacy is recognizable in human dialogue, and is more positively evaluated than non-immediate language.

While the previous section separately focused on immediate nonverbal and verbal communication as each contributing to one's evaluation of others, it should be emphasized that in social interaction both verbal and nonverbal communication occur in unison. Studying the interaction between verbal and nonverbal communication is a growing area of research. It has been found that nonverbal behaviors are capable of either enhancing or detracting from a verbal message (Mehrabian, 1968; Mehrabian and Diamond, 1971; Mehrabian and Ferris, 1967). Moreover, researchers have found that the amount of "agreement" between verbal and nonverbal messages (Shapiro, 1966) or their degree of "congruence" (Haase and Tepper, 1972) enhances the credibility of the communicator's message while noncongruence

weakens its impact. Therefore, the present study focused on the candidate's display of consistent immediate behavior.

Hypothesis

In regard to physical attractiveness, most published experiments main effects for attractive females are rarely reported; however, interactions between attractiveness and other variables are frequently observed (Chaiken, 1979; Chaiken, Eagly, Sejwaz, Gregory and Christensen, 1978; Mills and Aronson, 1965). Joseph (1982) argues that the evidence on the persuasive effects of physical attractiveness indicates that in the case of female communicators, the impact of their good looks is dampened or occasionally reserved by other cues present. Therefore, although attractive candidates may make more favorable impressions on interviewers, the candidates' communication behaviors may impede or reinforce their chances of being hired.

In general, the literature cited above suggests that there will be a main effect for immediacy, but none for attractiveness and a possible interaction between these two variables.

Past research has indicated that raters will evaluate the candidate more favorably when she behaves in an immediate manner. Anthony (1974) found that when a person communicates using immediate expressions, they were rated as being attracted to or liking the object of communication, while the converse (i.e., non-immediate communication)

was rated as being unattracted to or disliking the object of communication.

Imada and Hakel (1977) found that immediate nonverbal behavior yielded higher rates of persona acceptance by pseudo-employers. Finally, Graves and Robinson (1974) report that consistency between verbal and nonverbal cues which communicated warmth, closeness and concern to their clients were more likely to make favorable impressions on their clients and thus had better working relationships with them.

In lieu of these research findings, the following hypotheses are proposed:

- H₁: Physically attractive candidates who exhibit non-immediate behaviors are less likely to be hired than unattractive candidates who display immediate behaviors.
- H₂: Physically attractive candidates who exhibit immediate behaviors will be more likely hired than unattractive candidates who display non-immediate behaviors.
- H₃: Candidates who display immediacy are more likely to be hired than those who behave non-immediately.

CHAPTER II METHODOLOGY

The present study was a 2 x 2 x 3 factorial design. There were two levels of attractiveness (e.g., attractive and unattractive), corresponding levels of immediacy (e.g., immediate and non-immediate verbal and nonverbal communication) and finally a control factor: three sets of messages (e.g., interviewing questions and answers). This control factor was included to observe its possible variance in the selection of personnel. Specifically, the selection process could be confounded by the desirability of one message type over another (Jackson and Jacobs, 1983).

Preparation of Stimulus Materials

Three scripts of standardized interview questions were chosen. The content of these questions involved the candidate's work experiences, career objectives, course preparation, hobbies and educational experiences. Using Donohue et al's. (1982) coding manual, corresponding answers were written in both the immediate (see Appendix A) and non-immediate (see Appendix B) format.

Two female theatre students and one male communication student volunteered to be videotaped while role playing the interviewees and interviewer, respectively. In each

interview, an actress memorized the answers to the corresponding questions and was trained depending on the immediacy condition to verbally or nonverbally act accordingly. The components of nonverbal behavior were selected on the basis of previous interview research, namely Imada and Hakel's (1977) study on the effect of candidate's display of nonverbal immediacy in determining employment evaluations. They include:

- (1) frequency and duration of eye contact;
- (2) distance between communicators (e.g., proximity);
- (3) body lean (e.g., forward, reclined); and,
- (4) presence or absence of smiling.

In each attractive/immediacy condition, three separate "interviews" were taped, each containing different interview questions and answers. These twelve videotapes served as the stimulus materials for the experiment.

Subjects. Two hundred and eleven males and females enrolled in various sections of an introductory communication course at a large Midwestern university volunteered and were randomly assigned to observe one of the twelve stimulus tapes.

Measurement Scales. Physical Attractiveness Scale -- Although McCroskey and McCain's (1974) attractiveness scale was adopted in this study, it was altered in order to more accurately measure a candidate's attractiveness in the interviewing setting. See original (Appendix C) and revised version (Appendix D). The scale was modified to focus

solely on the overall attractiveness of the candidate because it can be argued that candidates normally groom themselves neatly when they interview for a position.

Nonverbal immediacy/non-immediacy scale -- A scale was developed in order to assess the candidate's nonverbal behavior (see Appendix E). The scale consisted of a seven point continuum ranging from: 1 = strongly agree to 7 = strongly disagree.

Verbal immediacy/non-immediacy scale -- This scale was constructed in order to determine whether the degree of immediacy could be recognizable through auditory means. As with the nonverbal immediacy scale, this measure was also a seven point Likert-type (see Appendix F).

Hiring scale -- Two scales which measured interviewer's impressions and hiring probability of candidates were modified and then merged into one scale for the present study (see originals Appendix G, H and revised version Appendix I). The scales were revised for two reasons: (1) overlapping statements, and (2) some wording was vague or misleading and would not adequately measure the constructs of interest in this experiment. The first scale (constructed by McGovern and Tinsley, 1978) was a culmination of ten interviewee characteristics which have been consistently identified in previous research as critical factors that affect an interviewer's judgment. Evaluations were made by using a seven point Likert-type scale with response options which ranged from 1 = superior to 7 = completely unsatisfactory. The

second scale was a nine item recall measure developed by Imada and Hakel (1975) which assessed an observer's feelings about the applicant.

Procedure

Subjects were randomly assigned to one of twelve groups where they were to watch one of the twelve interviewing sessions. Before the actual viewing of the tapes, the subjects were given a packet which contained a bogus job description for the position of "tutor/counselor" and a fictitious resume. The resume was identical for both the attractive and unattractive candidate and was written setting forth only favorable expectations. The resume was pretested with the Director of Student Advising in the Department of Communication for its suitability in meeting the criteria of its purpose.

After reading the resume and job description, the subjects were asked to role play interviewers while they watched their assigned videotape. After the viewing, they evaluated the candidate on the modified hiring scale.

Manipulations

Before the actual experiment, several pre-tests were conducted to insure that attractiveness and verbal/nonverbal immediacy were successfully manipulated. Ten groups of subjects (e.g., ranging from seven to thirteen students per group). The total number of subjects equalled 110.

Two groups of subjects were assigned to rate either the attractive or unattractive candidate. The subjects in these groups were given five minutes to fill out the attractiveness scale while viewing a slide depicting either the attractive or unattractive female.

Another pair of groups were randomly assigned to view a videotape depicting the attractive female exhibiting immediate or non-immediate nonverbal behavior. The sound track was not heard while the subjects viewed the tape. At the end of the tape, the subjects filled out the non-verbal immediacy measure. Another two groups rated the unattractive female in the same manner.

The remaining two pairs of groups listened to a sound track version of the interview without viewing the videotapes. Two groups separately assessed the attractive female communicator's immediacy or non-immediacy, while the other two groups did the same for the unattractive female. Following these sessions, the groups were given the verbal immediacy/non-immediacy scale to complete.

CHAPTER III RESULTS

Manipulation Checks

Both attractiveness and immediacy were successfully manipulated (see Table 1). The attractive female was clearly perceived more attractive than her unattractive counterpart -- $T(22) = 10.65$, $p < .01$, ($M = 1.97$, $M = 5.159$), respectively. The attractive female's verbal communication was rated more favorably in the immediate condition rather than in the non-immediate condition -- ($M = 2.14$, $M = 6.06$), respectively, $T(19) = 11.62$, $p < .01$). This also held true for the unattractive candidate -- ($M = 2.67$, $M = 5.31$), $T(23) = 4.62$, $p < .01$.

The rater's judgments were also in accordance to the type of nonverbal immediacy displayed by both the attractive and unattractive females. In the immediate condition, the attractive female was rated more favorably than when she behaved non-immediately -- ($M = 1.92$, $M = 6.35$), $T(17) = 12.31$, $p < .01$. Similar results held true for the unattractive female -- $T(19) = 12.01$, $p < .01$, ($M = 2.5$, $M = 6.10$).

The alpha levels for the scales used in the study were quite high indicating a high level of reliability. The reliability obtained for the nonverbal immediacy scale was .94, while the verbal immediacy scale was .94 also. The

attractiveness scale received a reliability coefficient of .97. These high coefficients may have been due to the successful manipulations.

Table 1
Group Means

Variable	Groups		df	t
Physical Attractiveness	Att. 1.97	Unatt. 5.59	22	10.65*
Verbal Immediacy	Att. Im. 2.14	Att. Non-Im. 6.06	19	11.62*
	Unatt. Im. 2.67	Unatt. Non-Im. 5.31	23	4.62*
Nonverbal Immediacy	Att. Im. 1.92	Att. Non-Im. 6.35	17	12.31*
	Unatt. Im. 2.50	Unatt. Non-Im. 6.10	19	12.01*

* $p < .01$

Analysis of Employment Evaluations

A 2 x 2 x 3 analysis of variance was performed on subject's ratings of willingness to hire candidates and is summarized in Table 2. This analysis was conducted by treating the message variable as a random factor. The relevant means based on this analysis are found in Table 3. Since there was no main or interaction effects with the message variable, these means were collapsed in order to discuss the results (see Figure 1).

All hypotheses were supported. Specifically, subjects were more willing to recommend the hiring of an applicant who displayed immediacy regardless of her attractiveness level -- $F(1,2) = 383.65, p < .001$. The physically attractive applicant who engaged in non-immediate communication was less likely to be hired than the attractive applicant who exhibited immediate behaviors ($M = 5.92, M = 2.81$, respectively). The analysis further revealed that a physically attractive candidate was more likely to be hired when she behaved in an immediate manner as opposed to an unattractive candidate who communicated non-immediately ($M = 2.45, M = 5.34$, respectively).

	Attractive	Unattractive
Immediate	2.45	2.81
Non-Immediate	5.92	5.34

Figure 1. Collapsed Means Across Messages

Table 2

Attractiveness by Immediacy by
Message Type (as a random factor) Analysis of Variance

Source	df	SS	MS	F	η^2
Attractiveness	1	.72095	.72095	2.57	.001
Immediacy	1	457.90636	457.90636	383.65*	.76
Message	2	3.08824	1.54412	2.56	.005
Attractiveness x Message	2	.03384	.01692	.2805	0
Attractiveness x Immediacy	1	12.93030	12.93030	76.719*	.02
Message x Immediacy	2	2.37143	1.18572	1.96595	.003
Attractiveness x Immediacy x Message	2	.33709	.16854	.27945	0
Error Within	199	120.2193	.60313		
Total	210	597.1207			

* $p < .001$

Table 3

Analysis of Means and Standard Deviations

CONDITION	MEAN	STANDARD DEVIATION
ATTRACTIVE/IMMEDIATE		
Message One	2.27	1.06
Message Two	2.51	1.07
Message Three	2.47	.58
ATTRACTIVE/NON- IMMEDIATE		
Message One	6.10	.71
Message Two	6.15	.36
Message Three	5.59	.71
UNATTRACTIVE/ IMMEDIATE		
Message One	2.71	.69
Message Two	2.96	.71
Message Three	2.77	.72
UNATTRACTIVE/NON- IMMEDIATE		
Message One	5.37	.78
Message Two	5.50	.80
Message Three	5.10	.90

In addition to the predicted main effect for immediacy, a significant interaction between attractiveness and immediacy was yielded -- $F(1,2) = 76.71, p < .001$. The Tukey post-hoc comparison test was used to discern the differences between the four cells and pinpoint the interaction. This analysis revealed that there was no significant differences between the attractive/immediate and unattractive/immediate conditions. However, there were differences found between the attractive/non-immediate and unattractive/non-immediate conditions -- Tukey (3.67), $p < .05$.

Moreover, significant differences between the attractive/immediate condition and the unattractive/non-immediate and the attractive/non-immediate conditions were also noted. Further analysis was required to pinpoint what cells were causing the interaction. A graphic presentation of this interaction was designed. In Figure 2, it becomes evident that there is a disordinal interaction. Specifically, the graph suggests that the attractive candidate was penalized more severely than her unattractive counterpart in the non-immediate condition.

The attractive candidate was the least likely to be hired in the non-immediate condition, while she was the most likely to be hired in the immediate condition. A possible explanation of the phenomenon is that attractive persons may appear to be "snobbish" or "stuck up" when they communicate distance to others.

As Dion et al, (1972) reported, attractive persons are expected to possess socially desirable traits such as warmth, sensitivity, kindness and modesty, all which can be argued to prompt immediate behavior. Because attractive people are believed to have these traits, it would logically follow that they would be the approachable type. In the event that the attractive individual communicates distance to another transactor, the latter is likely to interpret the former's behaviors as acts of "uppitiness" which in turn may harbor ill feelings towards the attractive person.

On the other hand, the unattractive candidate was more likely to be hired than her attractive counterpart when she behaved non-immediately. According to Miller (1970), unattractive persons are more likely to have had lives whereby they are coerced and ridiculed. It can be argued that this may add to their "expected" display of distant behaviors in the presence of others. Their past experiences may have reinforced their lack of confidence and feelings of inadequacy when transacting with others. Therefore, it is suggested that the subjects were more sensitive and empathetic towards the unattractive candidate by taking under consideration that her distant behaviors were a function of her unattractiveness.

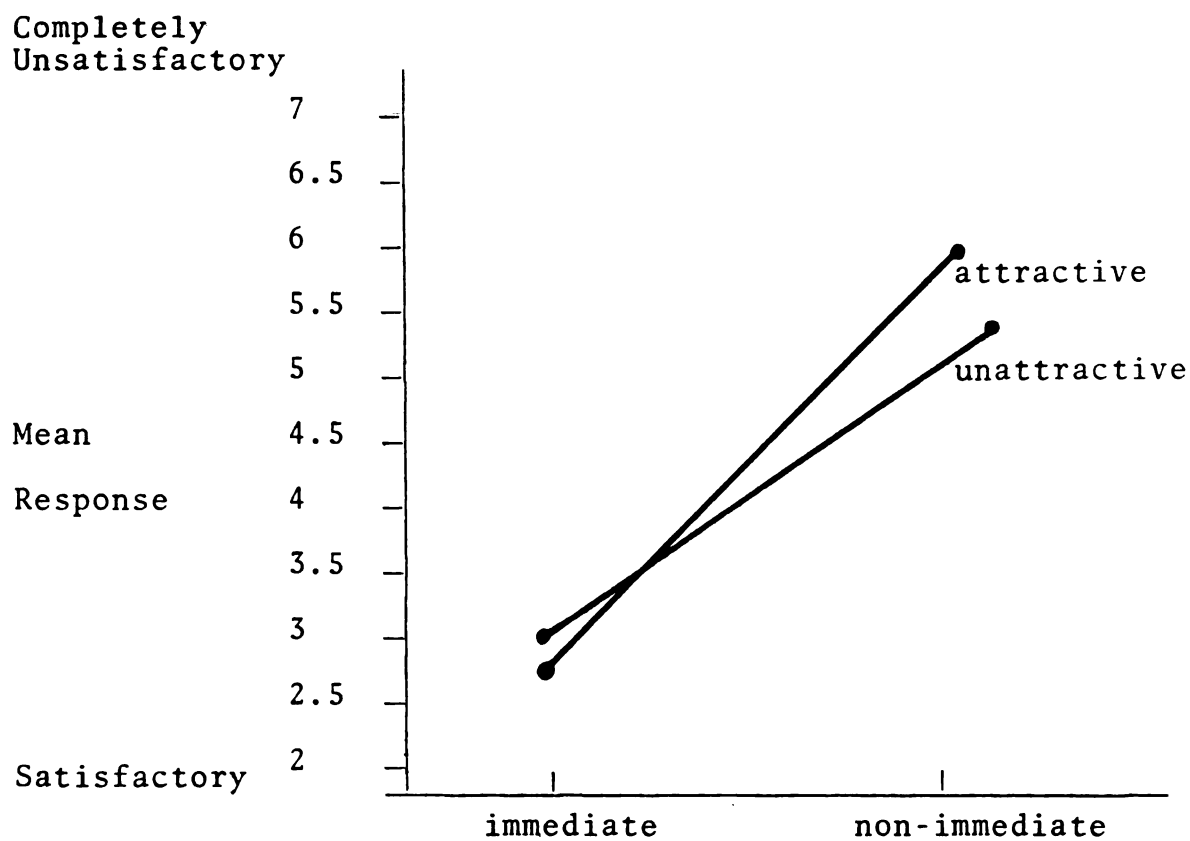


Figure 2. Graphic Illustration of the Attractiveness by Immediacy Interaction.

A loss of power was evident in analyzing the results by treating messages as a random factor due to the use of "tailored" error terms for testing the source effects. Therefore, the analysis was repeated by treating the message variable as a fixed factor. It was hoped that there would be an increase in the sensitivity of the test through the use of the subjects-within variance as the error term for all sources of variance. These results are shown in Table 4.

As can be observed, similar results were yielded in this analysis. More specifically, the main effect for immediacy is evident here also -- $F(1,199) = 759.3$, $p < .001$. In this analysis, the power has increased considerably for the immediacy variable. However, there is a decrease in strength of effect for the interaction between immediacy and attractiveness -- $F(1,199) = 21.44$, $p < .001$.

To further support the main effect for immediacy and the interaction effect between immediacy and attractiveness, three additional analyses were conducted. The data were treated as if three separate experiments were conducted. In each experiment, the subjects listened to one of the three messages. This made it possible to observe the effects of attractiveness and immediacy on the dependent variable in three similar trials. The results are displayed in Tables 5, 6, and 7.

Table 4

Attractiveness by Immediacy by
 Message Type Analysis of Variance Summary Table
 (Fixed Effects)

Source	df	SS	MS	F	η^2
Attractiveness	1	.721	.721	1.19	.001
Immediacy	1	457.91	457.91	759.22*	.76
Message	2	3.09	1.54	2.55	.005
Attractiveness x Message	2	.034	.016	.026	0
Attractiveness x Immediacy	1	12.93	12.93	21.44*	.02
Message x Immediacy	2	2.37	1.19	1.97	.003
Attractiveness x Immediacy x Message	2	.337	.169	.28	0
Error Within	199	120.02	.60313		
Total	210	597.41			

* $p < .001$

Table 5

Attractiveness by Immediacy
 Analysis of Variance
 (Message One)

Source	df	DD	MS	F	η^2
Attractiveness	1	.36930	.36930	.5936	.001
Immediacy	1	156.74663	156.74663	251.9488*	.78
Attractiveness x Immediacy	1	5.03108	5.03108	8.0868*	.02
Error Within	60	37.32820	.62214		
Total	63	199.47521	162.76915		

* $p < .001$

Table 6

Attractiveness by Immediacy
 Analysis of Variance
 (Message Two)

Source	df	SS	MS	F	η^2
Attractiveness	1	.19359	.19359	.29133	0
Immediacy	1	168.37280	168.37280	253.38320*	.76
Attractiveness x Immediacy	1	5.27293	5.27293	7.93520*	.02
Error Within	69	45.85041	.66450		
Total	72	219.68973	174.50382		

* $p < .01$

Table 7

Attractiveness by Immediacy
 Analysis of Variance
 (Message Three)

Source	df	SS	MS	F	η^2
Attractiveness	1	.17080	.17080	.32452	0
Immediacy	1	134.07371	134.07371	254.73164*	.77
Attractiveness x Immediacy	1	2.08730	2.08730	5.336369**	.01
Error Within	70	36.84332	.52663		
Total	73	173.17513	136.85844		

* $p < .01$

** $p < .05$

CHAPTER IV DISCUSSION

While the media persuade us to spend billions of dollars each year on the idea that attractiveness is sexy, better, and more rewarding, it's comforting to tentatively learn that physical attractiveness does not have a robust effect on hiring decisions. More specifically, in the interviewing context, one competes within the realm of self-presentation. Earlier studies dealing with the effects of physical attractiveness on job employment have been based on the notion that interviewers make their decisions on the basis of a picture of the candidate; this seriously overlooks the communicative interaction that takes place between the interviewer and the interviewee.

Some implications can be drawn from the immediacy construct since its effects are robust in the present study. Immediacy may not only be a critical characteristic for one to possess in the context of the interview, but also in counseling situations. It may be that counselors who engage in immediate communication with their clients are more apt to have better relationships with them. Favorable outcomes such as high rates of problem solving, and better mental health for the patients may be contingent upon the counselor's ability to act in an immediate manner.

Immediacy may also have a positive effect in the classroom context. Instructors may find that engaging in immediate communication with students may increase their class attendance, attentiveness and grades. Specifically, the student's perception of the instructor and the class may become more favorable.

Of course, it's necessary to not overlook the strong possibility that in both of the above cases, an interaction between immediacy and other variables is most probable. Variables such as race, age, sex, and experience may cause some peculiar interaction effects with the immediacy construct. For instance, in the counseling context an interaction between sex and immediacy may become apparent. That is, a woman counselor may experience discomfort in acting in an immediate manner towards a male patient. The patient may misinterpret her physical closeness and warmth as attempts to form an intimate relationship. This misunderstanding may have detrimental effects on the progress of the counseling sessions.

On the other hand, in the classroom context an interaction between age and immediacy may occur. In this case, an instructor who is recently a college graduate and teaches a college level course using an immediate approach is likely to encounter some difficulties in dealing with students. He/she may find that the students become "too friendly" and start relating to him/her on a peer basis. When the instructor does not reciprocate on a symmetrical

level to the students, there may be no change in the scholastic behavior of the students.

Suggestions for Further Research

In future research, it would be fruitful to expand upon the present study by using the following approaches. One interesting study would be to determine how conflicting communicative behaviors (e.g., verbal vs. nonverbal) on the part of the attractive/unattractive candidate affect hiring evaluations. One could predict on the basis of research on conflicting messages, that regardless of the attractiveness variable, employers would hire those candidates who display immediate nonverbal behaviors. Research indicates that nonverbal behavior is more attended to than verbal communication (Ekman and Friesen, 1969; Haase, 1970; Hall, 1969). A linguistically-based approach could also be taken in order to better understand what characteristics are appealing to job interviewers. By mixing and matching attractive/unattractive interviewers and interviewees, one could transcribe the verbal and nonverbal behaviors exhibited in the interviewing context. The coded data would unveil whether or not a "matching" of attractiveness and/or communicative behaviors determines the outcome of the interview. For example, do interviewers hire candidates who match them in attractiveness? Is more matching evident between interviewer and interviewee when the latter is attractive? If so, does this matching behavior

increase the likelihood of employment? What type of matching is most evident (e.g., verbal or nonverbal)? These research undertakings would be fruitful in expanding our knowledge of personal characteristics that influence the outcome of the interview.

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APPENDICES

APPENDIX B

Interviewing Questions and Immediate Answers

SET 1

Q1. What qualifications do you have that make you feel you will be a successful Tutor/Counselor?

A: Since most of my previous experience is in tutoring and helping others, this qualifies me and will make me successful in the position. I feel that I am prepared to deal with students who have academic problems.

Q2. What courses did you like best?

A: I like Science and Math courses. This is the way I've always felt since grade school. As a result, they are my best subjects in college.

Q3. If you were starting college all over again, what courses would you take.

A: I enjoy communicating with others, so communication related courses are of most interest to me. The communication courses I take are fun and advantageous because I learn how to become an effective communicator.

Q4. How do you spend your spare time?

A: Reading novels is my favorite pastime. By doing this during my free time, I relieve a lot of daily pressure and it helps me relax.

Q5. What courses did you like least?

A: Art, History and courses of this nature are subjects that do not appeal to me. These courses, however, are necessary for graduation.

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SET 2

Q1. What are your hobbies?

A: I love to ski, play racquetball and swim. These are hobbies that I consider to be fun and I try to do all of them as much as possible.

Q2. Do you plan to continue your education?

A: Yes, I want to continue my education and attend medical school but I have to make some money first. This is a tough way to get through med school but I'm starting

SET 2 (cont.)

Q3. What are your career objectives?

A: It would be nice to go into family medicine when I get out of school. Those jobs are supposedly easy to find. I would go on to medical school first, but it all depends on the money situation.

Q4. What personal characteristics do you consider to be important in order to be a good Tutor/Counselor?

A: It seems that empathy would be important. Obviously, if you have it then you would be able to effectively deal with (academically related) problems. I kind of think that knowledge of the subject matter would obviously be necessary; and of course good communication skills. In a situation where one person will have to help another, it is important to have them.

Q5. If you were starting college all over again, what course(s) would you take?

A: Possibly, more communication courses. I kind of thought it was fun and advantageous to learn about how to become an effective communicator. In the COM course I took I learned a lot of subject matter.

- - - - -

SET 3

Q1. What have you done to prepare yourself for this position?

A: Over the years, I have always been a good student in Math and Science so I tutored those subjects in high school. Having been a camp counselor and currently a resident assistant I feel that I've had a great deal of counseling experience. I should think it added an empathetic dimension to me.

Q2. Do you feel that up to this point in your college career you have done the best scholastic work that you are capable of?

A: Yes, but perhaps I could have done better in my Humanities (courses). That would have, you know, made a big difference in my grade point average.

SET 3 (cont.)

Q3. Tell me about some of your accomplishments.

A: I've been recognized mostly for my academic achievements. Like in high school, I was in the National Honor Society, and Quill and Scroll. After being in college for a year, I was voted into the Golden Key and Mortar Board Honor Societies. That's about it.

Q4. Why did you decide to come to Michigan State University?

A: Supposedly, Michigan State University was the best (school) to come to when I graduated from high school (for Pre-Med majors). That was the main reason I ended up coming here.

Q5. What have you learned from the jobs that you have held?

A: I suppose I've learned how to help others. It seems as though I've become a more effective communicator. Also, that many times people, you know, will not only need help, but that they will need a friend. Somehow I've found that I have become better at it.

APPENDIX C

Attractiveness Scale

SET 3 (cont.)

Q3. Tell me about some of your accomplishments?

A: Most of my accomplishments are academic achievements. My high school achievements include National Honor Society and Quill and Scroll. Currently I am a member of the Golden Key and Mortar Board Honor Societies. These accomplishments are not all that I have done but they are the most significant to me.

Q4. Why did you decide to come to Michigan State University?

A: Michigan State University is rated one of the best schools in the country for pre-med majors. This is the main quality that attracted me here to study.

Q5. What have you learned from jobs you have held?

A: As a result of my previous job experiences in tutoring, camp counseling, and being a resident assistant, I am more of an effective communicator. Also, I find that many times students not only need someone who can understand their academic problems, but someone who can be their friend. These qualities benefit me in helping others.

(1) I think she is quite pretty.

1	2	3	4	5	6	7
strongly agree					strongly disagree	

(2) She is very sexy looking.

1	2	3	4	5	6	7
strongly agree					strongly disagree	

(3) I find her very attractive physically.

1	2	3	4	5	6	7
strongly agree					strongly disagree	

(4) I don't like the way she looks.

1	2	3	4	5	6	7
strongly agree					strongly disagree	

(5) She is somewhat ugly.

1	2	3	4	5	6	7
strongly agree					strongly disagree	

(6) She is wearing neat clothes.

1	2	3	4	5	6	7
strongly agree					strongly disagree	

(7) The clothes she is wearing are becoming.

1	2	3	4	5	6	7
strongly agree					strongly disagree	

(8) She is not very good looking.

1	2	3	4	5	6	7
strongly agree					strongly disagree	

(9) She is well groomed.

1	2	3	4	5	6	7
strongly agree					strongly disagree	

(10) She is repulsive to me.

1	2	3	4	5	6	7
strongly agree					strongly disagree	

APPENDIX D

Revised Attractiveness Scale

(Please observe the picture of
the female and rate her on the
scale accordingly.)

(1) I think she is quite pretty.

1	2	3	4	5	6	7
strongly agree					strongly disagree	

(2) She is very sexy looking.

1	2	3	4	5	6	7
strongly agree					strongly disagree	

(3) I find her very attractive physically.

1	2	3	4	5	6	7
strongly agree					strongly disagree	

(4) I don't like the way she looks.

1	2	3	4	5	6	7
strongly agree					strongly disagree	

(5) She is somewhat ugly.

1	2	3	4	5	6	7
strongly agree					strongly disagree	

(6) She is not very good looking.

1	2	3	4	5	6	7
strongly agree					strongly disagree	

(7) She is quite appealing to look at.

1	2	3	4	5	6	7
strongly agree				strongly disagree		

(8) I find her very unattractive physically.

1	2	3	4	5	6	7
strongly agree				strongly disagree		

(9) She is pleasant to look at.

1	2	3	4	5	6	7
strongly agree				strongly disagree		

(10) She is repulsive to me.

1	2	3	4	5	6	7
strongly agree				strongly disagree		

APPENDIX E

Non-Verbal Immediacy Scale

Please observe the following videotape and make the following judgments on the nonverbal behavior that the female is exhibiting. Please pay particular attention to her eye contact behavior, degree of distance from the interviewer, whether or not she is leaning forward or backwards and her smiling frequency.

- (1) This female maintained frequent eye contact with the interviewer.

1	2	3	4	5	6	7
strongly agree				strongly disagree		

- (2) I would say that this female is leaning away from the interviewer.

1	2	3	4	5	6	7
strongly agree				strongly disagree		

- (3) This female moved closer to the interviewer.

1	2	3	4	5	6	7
strongly agree				strongly disagree		

- (4) I would say that this female maintained little eye contact with the interviewer.

1	2	3	4	5	6	7
strongly agree				strongly disagree		

(5) This female did not smile very much.

1	2	3	4	5	6	7
strongly agree				strongly disagree		

(6) I would say that this female is leaning towards the interviewer.

1	2	3	4	5	6	7
strongly agree				strongly disagree		

(7) This female moved farther away from the interviewer.

1	2	3	4	5	6	7
strongly agree				strongly disagree		

APPENDIX F

Verbal Immediacy Scale

Please listen to the audiotape and make the following judgments on the way you perceive this female candidate is answering the questions.

(1) She sounds as if she really wants the job.

1	2	3	4	5	6	7
strongly agree					strongly disagree	

(2) She sounds like she doesn't really care whether or not she gets the job.

1	2	3	4	5	6	7
strongly agree					strongly disagree	

(3) She sounds motivated.

1	2	3	4	5	6	7
strongly agree					strongly disagree	

(4) She sounds enthusiastic.

1	2	3	4	5	6	7
strongly agree					strongly disagree	

(5) She is not trying very hard to get the job.

1 2 3 4 5 6 7

strongly
agree

strongly
disagree

(6) She sounds unmotivated.

1 2 3 4 5 6 7

strongly
agree

strongly
disagree

APPENDIX G
Hiring Scale 1

(1) Ability to communicate.

1	2	3	4	5	6	7
superior						completely unsatisfactory

(2) Aggressiveness/initiative.

1	2	3	4	5	6	7
superior						completely unsatisfactory

(3) Confidence in self.

1	2	3	4	5	6	7
superior						completely unsatisfactory

(4) Enthusiasm/motivation.

1	2	3	4	5	6	7
superior						completely unsatisfactory

(5) Intelligence.

1	2	3	4	5	6	7
superior						completely unsatisfactory

(6) Leadership potential.

1	2	3	4	5	6	7
superior						completely unsatisfactory

(7) Maturity.

1	2	3	4	5	6	7
superior					completely unsatisfactory	

(8) Persuasiveness.

1	2	3	4	5	6	7
superior					completely unsatisfactory	

(9) Pleasant personality.

1	2	3	4	5	6	7
superior					completely unsatisfactory	

(10) Positive attitude.

1	2	3	4	5	6	7
superior					completely unsatisfactory	

APPENDIX H
Hiring Scale 2

(1) Likelihood of acceptance.

1	2	3	4	5	6	7
superior						completely unsatisfactory

(2) Likelihood of success.

1	2	3	4	5	6	7
superior						completely unsatisfactory

(3) Qualifications.

1	2	3	4	5	6	7
superior						completely unsatisfactory

(4) Applicant's characteristics.

1	2	3	4	5	6	7
superior						completely unsatisfactory

(5) Recommendation for hiring.

1	2	3	4	5	6	7
superior						completely unsatisfactory

(6) Motivation.

1	2	3	4	5	6	7
superior						completely unsatisfactory

(7) Competence.

1	2	3	4	5	6	7
superior					completely unsatisfactory	

(8) Satisfaction if accepted.

1	2	3	4	5	6	7
superior					completely unsatisfactory	

APPENDIX I

Revised Hiring Scale

(On the continuum, please mark your impressions of this job candidate. Your answers will be kept confidential. Thank you.)

(1) She is a good communicator.

1 2 3 4 5 6 7

superior

completely
unsatisfactory

(2) She is aggressive and shows initiative.

1 2 3 4 5 6 7

superior

completely
unsatisfactory

(3) She has confidence in herself.

1 2 3 4 5 6 7

superior

completely
unsatisfactory

(4) She would do well working with students.
She has leadership potential.

1 2 3 4 5 6 7

superior

completely
unsatisfactory

(5) She shows enthusiasm.

1 2 3 4 5 6 7

superior

completely
unsatisfactory

(6) She is persuasive.

1 2 3 4 5 6 7

superior

completely
unsatisfactory

(7) She has a pleasant personality.

1 2 3 4 5 6 7

superior

completely
unsatisfactory

(8) She seems mature.

1 2 3 4 5 6 7

superior

completely
unsatisfactory

(9) She has a positive attitude.

1 2 3 4 5 6 7

superior

completely
unsatisfactory

(10) I would consider her for the job.

1 2 3 4 5 6 7

superior

completely
unsatisfactory

(11) She would be successful in the position.

1 2 3 4 5 6 7

superior

completely
unsatisfactory

(12) She has good characteristics.

1 2 3 4 5 6 7

superior

completely
unsatisfactory

(13) I would recommend that she be hired.

1 2 3 4 5 6 7

superior

completely
unsatisfactory

(14) She seems motivated.

1 2 3 4 5 6 7

superior

completely
unsatisfactory

(15) I think she would be competent in this position.

1 2 3 4 5 6 7

superior

completely
unsatisfactory

APPENDIX J

Job Description

Tutor/Counselor: Job Description

The Tutor/Counselor has both tutoring and counseling responsibilities. As a tutor, he/she must be knowledgeable and skilled in the areas of Math and Science. As a Counselor, he/she must have the ability to aide students with academically related problems such as study skills and time management.

Duties:

- (1) Tutoring Math and Science
- (2) Aiding students in improving academically related skills
- (3) Preparing monthly reports on the academic progress of students
- (4) Sponsoring various academically related workshops on topics such as:
 - a. Study skills
 - b. Stress alleviation/relaxation
 - c. Test taking
 - d. Time management

Requirements:

- (1) Junior or Senior class standing
- (2) Minimum of 3.0 grade point average (cumulative)
- (3) Minimum of 3.5 grade point average in Math and Science courses

Requirements (cont.):

- (4) Good organizing skills
- (5) Good communication skills
- (6) Ability to empathize with students

APPENDIX K

Sample Resume

Mary Sims
 2147 Abbott Road, #104
 East Lansing, Michigan 48823
 (517) 555-2348

Career Objective: To obtain a position as a Tutor/
 Counselor. To help students with
 academically related problems.

Experience:

9/25/78-6/12/88	Peer tutor:	Served as Math and Science tutor during Sophomore and Senior years of High School.
6/15/79-8/17/79	Camp Counselor:	Taught swimming, arts and crafts and games to first, second and third graders.
7/2/80-9/6/80	Night School Tutor:	Aided high school drop-outs with academic difficulties in Math and Science.
9/24/80-Current	Resident Assistant:	Manage 50 college students in dormitory; Organize activities.

Education:

High School Diploma: Everett High School, 1980;
 Graduated Summa Cum Laude.

Bachelor of Science: Michigan State University (expected
 in March 1984, Pre-Med);
 Current grade point average 3.70.

Related Courses Taken:

College Algebra and Trigonometry I	4.0
College Algebra and Trigonometry II	4.0
Chemistry 101	4.0
Chemistry 301	3.5
Physiology 400	4.0

Hobbies: Swimming, Skiing and racquetball.

References: Available upon request.

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