COMMUNICATION APPREHENSION IN THE INTERVIEW SETTING

A Thesis
Presented in Partial Fulfillment of the Requirements for the Degree Master of Arts by
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An empirical study was undertaken to investigate the debilitating effect of communication apprehension in the interview setting. (According to McGraskey, 1977 b) Communication apprehension is "an anxiety syndrome associated with real or anticipated communication with another person or persons (p. 27-39). This study attempts to point out certain verbal and nonverbal activities which an interviewer typically engages in that can lead to heightened apprehensiveness on the interviewee's part. Once an interviewer becomes aware of these activities, he/she can then seek to eliminate these negative behaviors. Sixty students were randomly assigned to one of four treatment groups. Group 1, was subjected to sustained eye contact; Group 2, was subjected to interruptions; Group 3 was subjected to personal space invasions and the final group was the control group that was not subjected to any of the above mentioned activities. The experimenter hypothesized that those subjects that were exposed to sustained eye contact, personal space violations, or interruptions would exhibit a higher anxiety level but the results were not statistically significant. The A-state, self-assessment questionnaire that subjects completed upon termination of the interview was the measurement tool that was utilized.
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Chapter 1

INTRODUCTION

The employment interview is the most crucial dyadic interaction for an individual in today's society. The experience is anxiety and apprehension inducing. Many factors which affect a student's transition from the university setting to the industrial world have changed in the last few years. The attitudes of students accompanied with varied dress and hair styles, demonstrations against some corporations and the difficult employment market have all played a role in making this transition period a time of acute anxiety for students (Drake, Kaplan, and Stone, 1972, p. 47). In view of the ominous employment picture in the United States, a survey of corporate representatives from 195 business firms was undertaken (by Drake et al., 1972) for the purpose of ascertaining the types of candidates sought, the most prized qualities of the candidates, the importance of the interview itself, and the companies' sensitivity to some current issues (p. 47-48). The results from this study indicate that the principle attributes sought by the interviewer are:

1. Ambition and Motivation - 21.7%
2. Ability to Communicate - 13.3%
3. Good Personality - 12.8%

1
4. Fit with company and its Goals  - 10.6%
5. Creativity and Intelligence  - 10.0%
6. Specific College Courses Taken  - 7.2%
7. Dress and Appearance  - 6.1%
8. Grades  - 5.0%
9. Experience  - 3.3%
10. Initiative and Responsibility  - 3.3%
11. Potential to Adapt  - 1.7%
12. Leadership Ability  - 1.7%
13. Teamwork Capability  - 1.7%

(Drake et al., 1972, 48)

In light of the varied styles found on the college campus, Drake et al. felt that it might be helpful to students if they knew what corporate representatives considered the most negative factors about an applicant; the results indicate that the inability to communicate (73.6%) was by far the most negative factor (p. 49). This inability to communicate in the interviewing setting can only lead to undesirable consequences for the applicant. The purpose of an employment interview is to gather enough information about an applicant in order to most accurately determine whether or not the applicant is qualified for the position which the corporation has available. Previous research estimates that the magnitude of individuals severely affected by communication apprehension ranges from 5 to 20 percent of the population (McGroskey, Daly, Sorenson, 1976, 376).
THE IMPORTANCE OF THE STUDY

The importance of this study is to enable the selection interviewer to become aware of the fact that communication apprehension is a critical factor which must be understood and handled constructively. This study will seek to explain the nature of communication apprehension. In addition this study will attempt to point out certain verbal and nonverbal activities which an interviewer typically engages in that can lead to heightened apprehensiveness on the interviewee's part. Once an interviewer is aware of certain activities that lead to heightened apprehensiveness on the interviewee's part, the interviewer can then seek to eliminate these negative behaviors.

In the typical employment interview, the interviewer engages in certain verbal and nonverbal activities that can have an effect, either positive or negative on the applicant: eye contact, interruptions, personal space violations.

The first activity involves the area of eye contact. If an interviewer maintains a high level of eye contact with an applicant, how does this affect the applicant's level of apprehension? In today's society it is considered more favorable to maintain eye contact with the other person. But too much eye contact can be considered as staring at an individual, and this probably will have an effect on the level of apprehension of the person to whom the staring is directed.
The second major activity involves interruptions. The majority of individuals who have taken part in an interview, most probably have been subjected to an interruption of one variety or another. It is very frustrating to have a sequence of events interrupted for any reason. This study will investigate the effect of interruptions on the apprehension level of the applicant.

A third activity involves personal space. Hall (1959, 1966, 1969) believes that all people have certain zones through which they typically interact with others in daily transactions. An interviewer must become aware of the fact that in the interview setting, the applicant will naturally have some degree of apprehension. He believes that the distance between two individuals must be sufficient enough so as not to violate the applicant's personal space. Anyone who has ever been in an elevator, realizes how important it is to recognize another's personal space. This study will attempt to make the interviewer aware of various factors that lead to heightened apprehensiveness on the part of the applicant. The experimenter will attempt to point out to interviewers certain behaviors that tend to lead toward heightened or reduced apprehension. The verbal and nonverbal climate of an interview can lead to either positive or negative results.

ORGANIZATION OF THE STUDY

This chapter covers introductory remarks, rationale for the study, and the statement of the problem areas under investigation. The study is organized into four remaining chapters.
Chapter II is a review of several areas of literature relating to communication apprehension. The literature review also focuses on certain nonverbal elements in the employment interview that can have an effect on the applicants' level of apprehension i.e., eye contact, proxemics, and bodily movement. Chapter III explains the methodology used in the research, the subjects, and the individuals involved. Chapter IV describes the statistical treatment, results, and a discussion of the results. Chapter V, the final chapter, is a summary of the study with conclusions, plus implications for further research.
Chapter II
REVIEW OF LITERATURE

The job interview is probably the single most important selection device used in making employment decisions (Cohen and Etheridge 1975; Drake, Kaplan and Stone 1972). Research has indicated that socially unresponsive behavior and an inability to communicate are the most detrimental behaviors observed during interviews (Drake et al., 1972). For some candidates appropriate and effective behavior during the job interview poses a major problem. These individuals may exhibit deficient verbal and nonverbal communication skills. This deficiency is often accompanied by a high level of anxiety, which interferes with the performance of their skills (Hollandsworth, Gleseski, Dressel, 1973). In order for an interviewer to obtain the appropriate information from the applicant, the interviewer must create a climate that minimizes the anxiety level of the interviewee.

COMMUNICATION APPREHENSION

Several terms are given for the individual who has deficient verbal skills in a dyadic interchange. It is crucial for researchers to distinguish the terms, "communication apprehension" (McCroskey 1970), "reticence" (Phillips 1968; 1977) and
"unwillingness to communicate" (Burgoon, 1976). Resilience is the most global of the constructs in that it refers to "a trait of an individual which results in that individual characteristically remaining silent rather than participating in communication" (McCroskey, 1977, 77). While the original formulation of the construct identified anxiety as the causative agent producing this characteristic behavior pattern (Phillips, 1968) later theoretical statements have noted additional causative agents (Phillips, Dunham, Brubaker and Butt, 1970). The most recent formulation has removed anxiety from its centrally causative role (Phillips, 1977, in McCroskey 1977, 75-79). The "unwillingness to communicate" construct is essentially the same as the most recent formulation of the resilience construct in that it focuses on a global predisposition to avoid communication and recognizes a multiplicity of potential causative elements which could lead to such a predisposition, including apprehension, alienation, low self-confidence, introversion and so forth (McCroskey, 1977, 77). According to McCroskey, the construct of "communication apprehension" should be considered a sub-construct of resilience or unwillingness to communicate (p. 79). Communication apprehension differs from other constructs in that fear or anxiety are identified as the only possible causal elements.

Phillips (1968) defines a communicative apprehensive individual as "a person for whom anxiety about participation in
oral communication outweighs his projection of gain
from the situation" (p. 40). Bassowitz et al. (1953) define
anxiety "as the conscious and reportable experience of intense
dread and foreboding, conceptualized as internally derived
and unrelated to external threat" (p. 3). Bakker and Bakker-
Raadue (1973) define anxiety as "the experience which occurs
when an individual finds himself in a situation in which he wants
or needs to act, anticipates unpleasant consequences if he does
not, but has insufficient experience, information or knowledge
to behave in a way that will give him control," (p. 267).

It is vital for an interviewer to be aware of certain
characteristics that are present in a CA (CA will stand for
communicative apprehension in the remainder of this thesis. CAT
will stand for the communicative apprehensive type). Once an
interviewer becomes aware of these characteristics, he will be
able to modify his behavior so as not to induce any unnecessary
anxiety onto the interviewee. Phillips (1960) states that the
problem CAT shows no distortions in articulation not does he reveal
the hypertonia associated with stuttering (p. 39). Additional
characteristics cited by Phillips (1963) of the CAT are

1. they tend to be unusually quiet and tend to avoid
interaction.
2. they are reluctant to discuss ideas and problems with
others and seem inordinately intimidated by superordin-
ates.
3. they rarely ask questions
4. they do not socialize well
5. they feel threatened by face to face contact (p. 39-40).
People around the CAT may describe him as "tightlipped," "curt," "pauciloquent," "uncommunicative," "shifty," "recondite," "withdrawn," "close mouthed," "shy," "feared," etc. (Phillips, 1969, 40). In addition, Phillips (1977) identifies seven additional characteristics associated with individuals experiencing CA. These are:

1. Inability to open conversation with strangers or to make small talk.
2. Inability to extend conversations or to initiate friendships.
3. Inability to follow the thrust of discussion or to make pertinent remarks in discussions.
4. Inability to answer questions asked in a normal classroom or job situation.
5. Incompetence at answering questions that arise on the job or in the classroom, not through lack of knowledge but an inability to phrase or time answers.
6. Inability to deliver a complete message.
7. General ineptitude in conversation situations, characterised by avoidance of communication (p. 37). Each of these characteristics can be detrimental to an individual in an employment interview.
   Phillips (1968) goes on to identify three additional consequences of CA's, all of which can be detrimental in an interview. These are:
   1. People reported shakiness which interfered with their attempts to communicate.
   2. People reported that during attempts to speak, they were conscious of physical symptoms such as butterflies in the stomach, loud, or rapid heartbeat, headaches, nausea, and excessive perspiration.
   3. Reticent people preferred to communicate in writing where possible (p. 39).

Daly and McCuskey (1977) have found that highly apprehensive individuals prefer occupations that require a low amount of
communication while low apprehensives prefer jobs which require a high level of communication. It would be reasonable to assume that communication apprehensive individuals would seldom be found in upper managerial positions, because these positions normally require a great deal of communication. Interviewing is clearly an activity that requires a large amount of communication (Stewart and Cash, 1974); for this reason highly apprehensive individuals would not fare too well such settings and consequently could in effect be punished for their communication apprehension by losing the job opportunity (Daly and McCroskey, 1973, 312-313). Research by McCroskey, Daly and Sorensen (1976) has concluded that a high communication apprehensive is characterized as being:

Aloof, prefers working alone, rigid, has hard time expressing self, quiet, reserved, stiff, changeable, dissatisfied, easily annoyed, strongly influenced by emotions, lacks leadership, a follower, submissive, conforming, obedient, serious, reflective, slow, cautious, silent, seeks low interaction occupations, undependable, irresolute, lacks internal standards, low task orientation, withdrawn, has feelings of inferiority, rulebound, restrained, avoids people, free of jealousy, concerned about others, good team worker, pliant, permissive, worrier, moody, avoids participation in groups, dislikes interaction, likes quiet environment, shy, ineffective speaker, little success in groups, lacks self-control, inconsiderate, unconscientious, indecisive, tense, restless, impatient, frustrated, low morale, closed minded, amoral orientation to life, manipulative low tolerance for ambiguous or uncertain situations, low need to achieve, and sees external forces as controlling her or his life (p. 378).

The picture of the individual with low communication apprehension, on the other hand is generally a positive one; such an individual is likely to exhibit many of the following tendencies:
High interactor, joiner, seeks higher communication occupations, stable, calm, integrated philosophy of life, mature, a leader, independent, self-assured, assertive, competitive, cheerful, expressive, talkative, responsible, determined, high moral standards, innovative, sociable, many emotional responses, enjoys people, thick-skinned impulsive, distrustful, ego-involved, self-opinionated, resilient, secure, able to cope, self-confident, strong control, self-respect, chosen for leadership, objective, balanced, decisive, calm, relaxed, composed, high morale, open-minded, not manipulative, tolerant of ambiguous or uncertain situations, high need to achieve, and sees self in control of her or his own life (Pp. 379).

From the above-cited descriptions of high and low communication apprehensives, the reader can quite readily see how CA would lead to undesirable consequences in the classroom. Communication between teacher and student plays a major role in traditional learning environments. Teachers must communicate with students to achieve maximum learning (McCroskey and Anderson, 1976, 73).

DEFINITION OF TERMS

For the purpose of this study the following conceptual definitions of communication anxiety will be used:

1. "Communication anxiety is essentially a negative reaction to the task of interacting with another person or persons, that generates strong avoidance behaviors (Beatty and Beatty, 1976, 368).

2. "Communication apprehension is a broad-based personality type characteristic that has a major impact on an individual's communication behavior" (McCroskey 1976, 376).

3. "Communication apprehension is "an anxiety syndrome associated with real or anticipated communication with another person or persons (McCroskey, 1977, b, 27-28)."

Cattell and Schier (1958: 1961) have distinguished between two
types of anxiety: trait anxiety and state anxiety.

Trait anxiety deals with a permanent personality characteristic of anxiety that an individual has. This does not fluctuate over time. State anxiety on the other hand, deals with a transitory state or condition of an individual that fluctuates over time (in Spielberger, 1966). This study will deal with the individual's state anxiety that he/she experiences in the interviewing situation.

Behavioral Dimensions of Job Interview

Cohen and Eberidge (1975) have identified several negative occurrences during an employment interview that could be attributed to anxiety. These are:

1. The applicant verbally overwhelmed the interviewer so that the interview could not be conducted properly.
2. Applicant ended statements with laughs or giggles.
3. Applicant seemed confused and made contradictory statements during the interview.
4. Applicant kept hand(s) over mouth while talking.
5. Applicants' voice quivered during the interview.
6. Applicants' hands were noticeably shaking during the interview (p. 76).

An interviewer must be prepared to deal with these possible occurrences in a way that will not increase the already high anxiety level of the interviewee. Forest and Baungarten (1975) have identified three basic skills that an interviewee should have. These are: 1. Attending behavior-concentrating or a relaxed posture. 2. Open invitation to talk. 3. Paraphrasing -
checking with the interviewer to affirm that the applicant is trying to understand what is being said (p. 77). These skills will be much more readily obtained if the interviewer can reduce the anxiety level present in the interviewing situation.

Lumsden and Shart (1974) have identified certain behavioral dimensions of job interviewing which influence and can predict the outcome of an interview. These are:

1. verbal - i.e. having a pleasant voice, speaking clear and coherently, being at ease.
2. socially unresponsive - which includes showing no spontaneity, being extremely shy, seeming to lack self confidence, and asking unintelligent questions.
3. dedication
4. unprepared
5. mature insight
6. social and academic balance (p. 66).

It can be inferred that numbers 2 and 4 can be partially attributed to the apprehensiveness of the individual. The interviewer must be able to learn how to respond to these occurrences in a way that does not demoralize the applicant. The way an interviewer responds to an applicant's undesirable responses can certainly have an enormous impact on the applicant's level of apprehension.

NONVERBAL COMPONENTS

Researchers have indicated that an individual will tend to believe the nonverbal message over the verbal message. Because of this, the interviewer must be aware of the fact that the
Interviewee may be able to understand what certain nonverbal cues mean. If an interviewer has a negative feeling regarding an applicant, this can become quite visible to an applicant. Once this occurs, the applicant can quite possibly become very apprehensive. Sieski (1979) in a review of research findings in the area of nonverbal communication has found:

1. Men who are open or friendly tend to unbutton their coats or even take them off in the interview (Davis 1974, Hinnberg and Galero, 1971).

2. A person who strokes his chin, or cocks his head to one side can be said to be evaluating the situation (Fast, 1970).

3. An individual who folds his/her arms, moves the body away, crosses their legs, and tilts his/her head forward can be said to be in the process of rejecting the applicant's responses (Schefflen, 1964).

4. A person rubbing or touching his/her nose lightly is said to be expressing doubt, suspicion, or puzzlement (Schefflen, 1972).

5. Silence - can be taken as a measure of hostility (Brill, 1973).


Hall (1963) began to deal with an area of nonverbal communication entitled "Proxemics." Hall states that "The study of interpersonal space may be subsumed under the discipline of nonverbal behavior known as proxemics, the study of how man consciously structures microspace--the distance between men in the conduct of daily transactions, the organization of space in his houses and buildings and ultimately the layout of his towns (in
Gladstone, 1963, 109). Hall (1966) has identified four distances through which an individual typically is involved in, in his/her daily encounters. These are:

I. Intimate distance
   A. Close phase - 0 to six inches. This phase encompasses love making, wrestling, comforting and protection. Physical contact or the high possibility of physical involvement is uppermost in the awareness of both persons (p. 110).
   B. Far phase - six to eighteen inches. In this phase the voice is used but is held at a very low level or even a whisper. The use of intimate distance in public, is not considered proper by middle-class Americans (p. 111-12).

II. Personal distance
   A. Close phase - one and one half -ten and one half feet.
   B. Far phase - 2 1/2 - 4 feet

III. Social Distance
   A. Close phase 4-7 feet. This phase typically involves more impersonal business.
   B. Far phase 7-12 feet. This is the distance to which people move when someone says "stand away so I can look at you" (p. 115). In a typical office with standard desks, the applicant's chair is 8-9 feet away from the interviewer.

IV. Public distance
   A. Close phase - 12-25 feet.
   B. Far phase - 25 feet or more

Hall (1966) believes that different culture/subcultures hold implicit norms regarding the permissible range of proximity between two speakers. If implicit distance limits are violated the
addressed will elicit negative feelings such as bewilderment, anxiety, or embarrassment (Hall 1966). In the interview setting, the interviewer must be aware of the fact that the applicant's personal space should not be violated. If it is violated, the anxiety level of the applicant will probably increase. This is not a favorable aspect of the interviewing situation. In general, excessively immediate postures or positions i.e. those that exceed the implicit social norms of a subculture for a given situation induce negative feelings (Mehrabian, 1972, 19). In relation to proximity (Baxter, 1972), has provided some sex differences data, that indicates that first, male-female pairs assumed the closest positions in relation to each other, followed by female-female pairs, and finally by male-male pairs. A quotation from W.H. Auden (1965) tends to bring the concept of proxemics to life. It states:

Some thirty inches from my nose
The frontier of my person goes
And all the untiled air between
Is private pagus or demesne.
Stranger unless with bedroom eyes
I beckon you to fraternize
Beware of rudely crossing it:
I have no gun but I can spit.

(In Hall, 1966, 109).

Sommer (1969) has discovered a whole area of body language that the individual uses when his private territory is invaded. Aside from actual physical retreat of picking up and going elsewhere there will be a series of preliminary signals such as rocking, leg swinging, or tapping. These are the first signs of tension and they say, "You are too near." Your presence makes
me uneasy." (Sommer, 1969 in Fast, 1970, 56). The interviewer must be careful that he does not invade the applicant's personal space. According to Hall, (1959), Americans are likely to experience discomfort if another individual moves closer than 30-36 inches, except for intimate relations. Weston (1974) believes that the anxiety produced by spatial invasions may in turn produce non-person orientation as a coping behavior (p. 19). Persons may treat others as objects as a means of reducing their anxiety. (Weston, 1974, p. 19).

Hall (1969) refers to the hidden dimension as an invisible barrier surrounding each individual, the penetration of which he responds to with a vague sense of discomfort and an automatic attempt to re-establish the previous distance (in Bakker and Bakker-Rabau, 1973, 14). The sense of distance varies from one culture to another. In the Arab countries, one requires less interpersonal distance than in the U.S. Thus moving to different cultures can create considerable interpersonal confusion until the new standards have been learned (Bakker and Bakker-Rabau, 1973, 16). Hatfield and Gatewood (1978) believe that when personal space is entered under unacceptable situations, the result is usually a feeling of irritation, frustration, or defensiveness. Some interviewers attempt to put the applicant at ease by removing artificial barriers and moving chairs close together or having the two parties sit at opposite ends of the couch. While such distances may be comfortable for the interviewer, it may well be
within the personal space of the applicant and may affect his/her behavior (p. 37).

The second area of nonverbal communication, that has received considerable attention in the interview setting, and can contribute to increased anxiety if incorrectly utilized is eye contact. Tankard (1970) suggests that the ability of a job applicant to maintain eye contact with an interviewer may be a determinant of the decision to hire. Tankard took photographs of three males and three females looking straight ahead, looking sideways, and looking downward. The photographs were shown to a sample of male and female undergraduates. Each subject was told to assume that he/she was interviewing each of the people for a job. The subjects' ratings indicated that eye contact had a considerable effect on whether or not the individual would be hired (Tankard, 1970, in Almalfitano and Kalt, 1977, 46).

Almalfitano and Kalt (1977) found that when applicants looked straight ahead they would be perceived as being more:

A. alert
B. assertive
C. dependable
D. confident
E. responsible (p. 47)

In a series of field experiments, Ellsworth, Carlenith and Henson (1972) found that people tried to escape from a steady direct stare (in Ellsworth and Langer, 1976, 117). Hatfield and Gatewood (1978) list several findings related to eye contact. These are:
(1) females exhibit more eye contact than males.

(2) eye contact is a function of the social status of the listener.

(3) individuals establish more eye contact with listeners from whom they expect support or approval.

(4) outgoing individuals typically engage in more eye contact than do reticent individuals (p. 35).

Reis and Werner (1974) suggest that the violation of the social norm against staring is a potent process with significant intra and interpersonal consequences of behavior (p. 27).

After conducting several experiments, Reis and Werner (1974) have concluded that the more an individual is stared at, the less helpful this person will be toward the individual who is doing the staring. Morris (1957) believes that staring makes people uncomfortable and this discomfort will be combated by looking away, shifting eyes, and diverting attention to other foci. (p. 134).

Fast (1970) says, "The cowpuncher sat his horse loosely and his fingers hovered above his gun while his eyes icy cold, sent chills down the rustler's back." (p. 135). Fast (1970) believes eye management in our society boils down to two parts:

(1) we do not stare at another human being.

(2) staring is reserved for a nonperson, i.e. we stare at art, sculpture, and at scenery. we go to the zoo to stare at the animals, but we do not stare at humans if we want to accord them human treatment, (p. 139).
An additional area of nonverbal communication that has received attention and can quite readily be applied to the interviewing situation is the forward lean. James (1932) has suggested that a forward lean conveys a more positive feeling than a reclining lean. Keece and Whitman (1962) conclude that if a communicator feels warm and comfortable toward his addressee he will tend to lean forward in his chair, he will smile, he will keep his hands still and have more eye contact with the subject. All of these factors mentioned can likely have an effect on the interviewee's level of apprehension in the interview setting. Hakel and Isadd (1977) have found through the use of gestures, smiling, smaller interpersonal distances, an attentive posture, and a more direct body orientation, that the applicant is perceived and described as a warmer and a more enthusiastic person (p. 297).

Interruptions

Spielberger (1966) discusses the notion of interruption theory. According to interruption theory, "if in the course of a sequence of events, an interruption occurs, that causes a change in the sequence of events, the level of anxiety will also increase," (p. 264). All that is implied by the idea of interruption is that an organised sequence, which has been initiated cannot be completed, or that a plan cannot be executed (Spielberger, 1966, 264). Spielberger (1966) goes on to say that "interruption necessarily implies that the blocking of the sequence has not been anticipated by the organism, since if the blocking is anticipated, it will necessarily become part of
the plan." (p.204) The general proposition on the effects of interruption has been stated by Handler (1954): The interruption of an integrated response sequence produces a state of arousal which will be followed by emotional behavior (in Spielberger, 1966, 265). The inability to complete a sequence and the unavailability of alternate completion sequences produces helplessness, a behavior sequence that has been initiated but which cannot be completed, the organism does not know what to do (Spielberger, 1966, 265).

RAPPORT SETTING

Dodson (1972) believes that "inherent in very interview is the potential for tenseness--the kind of tenseness that makes a job applicant smoke cigarette after cigarette and inhale them down to nubbins" (p.14) This is where rapport should come in. The rapport established between the interviewer and the interviewee will help the applicant feel more at ease in this potentially threatening situation (Dodson, 1972). Dodson looks at rapport as a general term and would rather refer to it as a product of communication which when developed to a proper degree will neutralize the applicant's apprehension and promote a free exchange of information. Dodson (1972) lists several suggestions that an interviewer can utilize to establish rapport and minimize the tenseness associated with the interview. These suggestions are:
(1) Be on time: this will show the applicant respect which is the first step in establishing rapport with him. If the applicant must spend too much time waiting in the anteroom, you can expect him to be either irritable or nervous at the beginning of the interview.

(2) Use small talk: small talk can be a good tool for creating an atmosphere of ease depending upon how the interviewer uses it. Small talk is most effective when it's introduced by topics that are easy to talk about and are related in one way or another to the interview.

(3) Take notes unobtrusively: the best way to make a candidate feel at ease as the interviewer jots down notes, is to first ask the applicant for his permission. Jot down key words or phrases so as not to make the interviewee apprehensive about what is occurring.

(4) Eliminate interruptions: Probably the most inhibiting factor in an interview is the occasional interruption on the phone or the appearance of the receptionist in the doorway. Each interruption gives the applicant time to review what he's said and to become nervous about what he should have said.

(5) Take the threat out of interviews: stay away from facades of being overly friendly, cold, aloof, disrespectful, insincere, hurried, abrupt, solemn, or stuffy (Dodson, 1972, 15-19). Serafini (1975) states
"throughout the art of focusing your attention onto the applicant by your attitude, posture, and expression, you are saying to an applicant that you are interested in their person and in their ideas" (p. 398).

INTERVIEW ANXIETY

Last year over 800,000 college students entered the job market, while other college students participated in the annual search for summer jobs (Camden and Brooks, in publication). Often the difference between success and failure is various aspects of the interviewee's speech skills (Hooper, 1977; Hooper and Williams, 1973). Camden and Brooks (in publication) performed an exploratory examination into the construct of interview anxiety. The subjects in the study were 76 senior-level students enrolled in an interviewing course at a large midwestern university. The class sections differed only in its content focus i.e. one class focused on interviewee skills, another an interviewer skills, and the final section had a balanced focus (Camden and Brooks, in publication, 5). The results of the study were:

1) interviewing apprehension can be added to public speaking anxiety, stage fright, and interpersonal communication apprehension as possible sub-constructs of overall communication anxiety (p. 6).

2) interviewee anxiety is a significant problem for many people.
(3) Classroom activity reduces interviewee anxiety.

(4) Public speaking anxiety and interviewee anxiety appear to be components of the same psychological concept of evaluation anxiety (p. 1).

HYPOTHESES

Based upon the literature review conducted, three hypotheses will be tested. These are:

Hypothesis 1: The occurrence of interruptions during an interview will tend to increase the anxiety level of the interviewee.

Hypothesis 2: The more sustained eye contact exhibited by the interviewer, the greater the anxiety level of the interviewee.

Hypothesis 3: The invasion of personal space of an interviewee by an interviewer will increase the anxiety level of the interviewee.

On the surface these hypotheses may seem as if they are common sense notions. This may be true, but interviewers often are not aware of the actual occurrences that take place in the interview that lead to heightened apprehension on the applicants.

The purpose of this study will be to point out to selection interviewers, certain behaviors and occurrences that they should become aware of, in order that they can reduce the applicants' level of apprehension. With a reduction in the apprehension level of the applicant, the experimenter believes more
accurate information can be extracted from the applicant

(Information gathering is the primary function of an employment
interview).
CHAPTER III
Methodology

As previously mentioned in Chapter II, the three hypotheses that the experimenter will examine are:

Hypothesis 1: The occurrence of interruptions during an interview will tend to increase the anxiety level of the interviewee.

Hypothesis 2: The more sustained eye contact exhibited by the interviewer, the greater the anxiety level of the interviewee.

Hypothesis 3: The invasion of personal space of an interviewee by an interviewer will increase the anxiety level of the interviewee.

In order to test these hypotheses, an experiment was conducted, and the nature of this experiment will be the focus in this chapter.

SUBJECTS

The subjects in this experiment were 67 undergraduate student volunteers from an introductory level communication course at a large midwestern university. The experimenter went to four sections of this introductory level course, and explained in brief the title of the experiment and also the fact that the
subjects would be debriefed at the completion of the experiment about the complete nature and purpose of the experiment. Consent forms were then given to the volunteers, prior to the experiment and are included in appendix A.

Independent Variables

1. Interruptions

In order to test hypothesis one, the interviewees were subjected to a phone call midway during the interview. Upon completion of this brief twenty second call, the interviewer returned to his/her seat and abruptly changed the topic of the discussion. This is a common occurrence during interviews and this change in the observed pattern of events should lead to a heightened level on the interviewee's part (Spielberger, 1966).

2. Eye Contact

In order to test hypothesis two, the experimenter sustained eye contact with the interviewee for a period of thirty to forty seconds before looking away from the interviewee. Often times interviewers tend to stare at the interviewee far too much and for this reason this experimenter will attempt to set forth the negative consequences of sustained eye contact for long intervals of time.

3. Personal Space Violations

In order to test hypothesis three, the interviewee's personal space (proxemics) were invaded by situating the interviewer's desk three feet from the interviewee. This lead to the conclusion
of the interview within the interviewee's personal zone of interaction (Hall, 1969). According to Hall, this is in violation of the proper zone through which more formal, business should take place, i.e. the social zone of interaction, 4-12 feet (Hall, 1969).

Dependent Variable/Measurement Instrument

The dependent variable in this study was the interviewee's anxiety level as measured by the A-state questionnaire. Upon completion of the simulation interviews, the A-state test was handed out to each interviewee. I felt calm, I felt nervous, I felt at ease are a sample of the statements included in this self-assessment test. A copy of this instrument is included in Appendix B, and the analysis of this instrument will be included in Chapter IV.

Treatment Groups

The students were randomly assigned to one of four treatment groups. Group one, was subjected to interruptions as previously defined. Eye contact and personal space were maintained at a normal level. The eye contact that was maintained consisted of 10 second intervals of sustained eye contact followed by a break in the eye contact for three-five seconds. Group two, was subjected to sustained eye contact. A stop watch was used and eye contact was sustained for a period of thirty to forty seconds before looking away from the interviewee. Group three was subjected to an invasion of their personal space. The
interviewer situated himself 3 feet from the interviewee. This lead to the conduction of the interview in the personal zone of interaction. More business-oriented activities such as an interview should be within the social zone of interaction i.e. four-twelve feet. Due to this, the interviewee's personal space was assumed to have been invaded. Eye contact and interruptions were maintained at a normal level. Group four, the control group, was not subjected to interruptions, sustained eye contact or the invasion of their personal space beyond baseline levels.

Task

The setting of the experiment was as follows: First, the volunteers were involved in simulated ten minute interviews. The experimenters explained to the subjects that they should answer the questions to the best of their ability and that this simulation interview could prove to be quite a useful exercise for future interviews that they may engage in. Two trained interviewers (one male and one female) were used in the experiment, and the effect that each one had during the interviews will be examined in Chapter IV. The experimenter explained to the subjects that the trained interviewer that was assisting in the experiment, was a senior in the field of communication with academic experience in interviewing theory. The subjects were informed that the trained interviewer had trained for several weeks until she felt competent with the material. In
addition, several simulations with the trainees were utilized to further insure the competence of the individual's interviewing skills. Both the trained interviewer and the experimenter wore semi-professional attire, i.e. dark slacks and a solid shirt and tie for the male and same for the female interview excluding the tie.

Interview Format

The interviews lasted ten minutes. They were conducted in a moderately sized office of a faculty member. This office climate tended to aid in making the simulation interviews seem more of a reality. The questions asked during the interviews are provided in Appendix C.

Chapter IV will include an analysis and summary of the results.
A three way analysis of variance was performed on the four variables involved in the study. Variable 1 involves communication apprehension as measured by the A-state questionnaire. The A-state questionnaire is a self assessment instrument which the interviewees completed after the simulation interview was completed. This instrument measures the degree of anxiety that the interviewee experienced during the simulated interview. Variable 2 is the effect of the sex of the interviewee on anxiety scores. Variable 3 is the sex of the interviewer. Two trained interviewers were used; one male interviewer and one female interviewer. The effect that each interviewer (variable 3) had upon the interviewee is examined in this experiment. Variable 4 includes the treatment groups i.e. the control group, the sustained eye contact group, the personal space invasion group, and the interruption group. A three way analysis of variance was performed to test for complex relationships between sets of variables.

Findings Related to Interruptions During the Interview

T-tests were conducted to determine the differences in anxiety scores for the control group, as compared with the
three treatment groups. The results indicate that the
differences between the control group and the group subjected
to interruptions were non-significant (Table 4-1). The trend
was in the expected direction; with the mean level of anxiety
for the control group being 32.71 as compared with 33.00 for
the interruptions group (P > .05, df = 32).

Table 4-1

<table>
<thead>
<tr>
<th></th>
<th>n of cases</th>
<th>mean</th>
<th>standard deviation</th>
<th>standard error</th>
<th>t-value</th>
<th>df</th>
<th>probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>17</td>
<td>32.71</td>
<td>6.55</td>
<td>1.39</td>
<td>-0.13</td>
<td>31</td>
<td>.900</td>
</tr>
<tr>
<td>Interruptions</td>
<td>17</td>
<td>33.00</td>
<td>6.81</td>
<td>1.70</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* pooled variance estimate

Findings Related to Sustained Eye
Contact During the Interview

A second t-test was performed to test hypothesis 2: the
more sustained eye contact exhibited by the interviewer, the
greater the anxiety level of the interviewee. The results indicate
that the differences between the control group and the group
subjected to sustained eye contact were non-significant
(Table 4-2). As in the case of the interruptions treatment group,
the trend was in the expected direction, with the mean level of
anxiety for the control group being 32.71 as compared with 34.59 for the sustained eye contact group (p > .05, df = 32).

Although the trend indicates movement in the expected direction, there were no significant statistical results.

Table 4.2

<table>
<thead>
<tr>
<th></th>
<th>n of cases</th>
<th>mean</th>
<th>standard deviation</th>
<th>standard error</th>
<th>t-value</th>
<th>df</th>
<th>probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>17</td>
<td>32.71</td>
<td>6.55</td>
<td>1.59</td>
<td>-0.70</td>
<td>32</td>
<td>.49</td>
</tr>
<tr>
<td>Eye contact</td>
<td>17</td>
<td>34.59</td>
<td>9.04</td>
<td>2.19</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*pooled variance estimate

Findings Related to Personal Space Invasion During the Interview

A third t-test was performed to test hypothesis 3: the invasion of the personal space of an interviewee by an interviewer will increase the anxiety level of the interviewee.

The results indicate that the differences between the control group and the group subjected to personal space invasion were non-significant. As in the previously reported t-tests, the trend was in the expected direction with the mean level of anxiety for the personal space treatment group being 35.53. (t ≤ p > .05, df = 32). Therefore no statistical significance was obtained.
Table 4-3

t-test* of the Anxiety Level of the Control Group as Compared to the Personal Space Invasion Treatment Group

<table>
<thead>
<tr>
<th></th>
<th>n of cases</th>
<th>mean</th>
<th>standard deviation</th>
<th>standard error</th>
<th>t-value</th>
<th>df</th>
<th>probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>17</td>
<td>32.71</td>
<td>6.55</td>
<td>-1.39</td>
<td>32</td>
<td>.17</td>
<td></td>
</tr>
<tr>
<td>Personal Space</td>
<td>17</td>
<td>35.53</td>
<td>5.22</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* pooled variance estimate

Analysis of Variance/Findings Related to the Effect of the Sex of the Interviewer on Anxiety Scores

A three way analysis of variance with mean effects was conducted, in order to examine complex relationships between variable 1, communication apprehension as measured by the A-state questionnaire; variable 2, sex of the interviewee; variable 3, sex of the interviewer; and variable 4, the treatment groups. The results (Table 4-5) of the analysis of variance indicate no significant results (p > .05). The variables closest to being significant are variable 3 by variable 4 under the two way interaction. In addition, the sex of the interviewer tended to affect the anxiety level of both the male and female interviewees, but not to the point of statistical significance. Female
subjects interviewed by the female interviewer exhibited the highest level of anxiety, with a score of 35.50. Male subjects interviewed by a female interviewer exhibited the second highest level of anxiety, with a score of 34.89. On the other hand, when a male interviewer was used, the anxiety level was lower, regardless of the sex of the interviewee. Male subjects interviewed by the male interviewer recorded an anxiety level of 32.64; and female subjects interviewed by the male interviewer recorded an anxiety level of 32.65. Although the results of this interaction effect i.e. variable 2 by variable 3 are not statistically significant, the trend is in the direction toward increased anxiety being exhibited by the subjects, that were interviewed by a female interviewer. A t-test was conducted in order to determine the differences in anxiety scores for subjects interviewed by both the male and the female interviewer. The results are reported in Table 4.4.
Table 4.4

T-test of the Differences in Anxiety Scores Between Subjects Interviewed by a Male Interviewer, and Subjects Interviewed by a Female Interviewer

<table>
<thead>
<tr>
<th></th>
<th>n of cases</th>
<th>mean</th>
<th>standard deviation</th>
<th>standard error</th>
<th>t-value</th>
<th>df</th>
<th>probability</th>
</tr>
</thead>
<tbody>
<tr>
<td>male</td>
<td>34</td>
<td>32.65</td>
<td>6.22</td>
<td>1.07</td>
<td>-1.59</td>
<td>65</td>
<td>.116</td>
</tr>
<tr>
<td>female interviewer</td>
<td>33</td>
<td>35.33</td>
<td>7.53</td>
<td>1.34</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* pooled variance estimate

The implication of this finding will be discussed in Chapter V.
<table>
<thead>
<tr>
<th>Source of variation</th>
<th>Sum of Squares</th>
<th>DF</th>
<th>Mean Square</th>
<th>F</th>
<th>Significance of F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Effects</td>
<td>164.96</td>
<td>5</td>
<td>32.99</td>
<td>.69</td>
<td>.63</td>
</tr>
<tr>
<td>Variable 2</td>
<td>.63</td>
<td>1</td>
<td>.63</td>
<td>.01</td>
<td>.90</td>
</tr>
<tr>
<td>Variable 3</td>
<td>73.79</td>
<td>1</td>
<td>73.79</td>
<td>1.26</td>
<td>.20</td>
</tr>
<tr>
<td>Variable 4</td>
<td>42.90</td>
<td>3</td>
<td>14.30</td>
<td>.27</td>
<td>.82</td>
</tr>
<tr>
<td>2-Way Interactions</td>
<td>417.23</td>
<td>7</td>
<td>59.50</td>
<td>1.24</td>
<td>.29</td>
</tr>
<tr>
<td>Variable 2 by Variable 3</td>
<td>31.46</td>
<td>1</td>
<td>1.46</td>
<td>.03</td>
<td>.86</td>
</tr>
<tr>
<td>Variable 2 by Variable 4</td>
<td>89.37</td>
<td>3</td>
<td>29.79</td>
<td>.62</td>
<td>.60</td>
</tr>
<tr>
<td>Variable 3 by Variable 4</td>
<td>309.23</td>
<td>3</td>
<td>103.08</td>
<td>2.13</td>
<td>.10</td>
</tr>
<tr>
<td>3-Way Interactions</td>
<td>195.16</td>
<td>3</td>
<td>65.05</td>
<td>1.36</td>
<td>.26</td>
</tr>
<tr>
<td>Variable 2 by Variable 3 by Variable 4</td>
<td>195.16</td>
<td>3</td>
<td>65.05</td>
<td>1.35</td>
<td>.26</td>
</tr>
<tr>
<td>Explained</td>
<td>777.36</td>
<td>15</td>
<td>51.82</td>
<td>1.08</td>
<td>.39</td>
</tr>
<tr>
<td>Residual</td>
<td>2436.56</td>
<td>51</td>
<td>47.776</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3213.93</td>
<td>66</td>
<td>48.69</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The final chapter will include 4 major sections. The first section will summarize the study. The second section will draw conclusions based on the results, the third section will discuss limitations in the study and the final section will make suggestions for future research endeavors in interviewing apprehension.
CHAPTER V

SUMMARY OF THE STUDY

This empirical study hypothesized that communication apprehension is a critical factor which must be understood and constructively handled by the selection interviewer. The study explained the nature of communication apprehension and identified certain verbal and nonverbal activities of an interviewer which lead to heightened apprehensiveness in the interviewee. Once an interviewer is aware of certain activities that lead to heightened apprehensiveness on the interviewee's part, the interviewer can then seek to eliminate these negative behaviors. According to McGrawekey (1975) communication apprehension is "an anxiety syndrome associated with real or anticipated communication with another person or persons (p. 27-30)."

HYPOTHESES

The three hypotheses that the experimenter examined were:

Hypothesis 1: The occurrence of interruptions during an interview will tend to increase the anxiety level of the interviewee.

Hypothesis 2: The more sustained eye contact exhibited by the interviewer, the greater the anxiety
level of the interviewee.

Hypothesis 3: The invasion of personal space of an interviewee by an interviewer will increase the anxiety level of the interviewee.

METHODOLOGY

In order to test these hypotheses, 67 undergraduate student volunteers were assigned to one of four treatment groups, i.e. the control group, the group subjected to interruptions, the group subjected to sustained eye contact, and the group subjected to personal space violations. Each subject went through a ten minute simulated interview and upon completion of the interview a self assessment test was handed to the interviewee to complete. The self assessment test is called the A-state questionnaire. It measures the degree of anxiety that the interviewees experienced during the interview. Two trained interviewers (one male, one female) were used in this study. The experimenter was a male graduate student with a large theoretical and practical background in interviewing techniques. Several run-throughs of the interview were conducted prior to the actual interview.

RESULTS

None of the hypotheses postulated proved to be statistically significant. A t-test was conducted to determine whether or not the sex of the interviewer had any effect on the anxiety level
of the interviewee. The results indicate a trend toward increased anxiety of both the male and the female interviewees interviewed by the female interviewer. The results were not statistically significant but the trend was in the direction previously mentioned. The implication of the above mentioned results will be discussed in the remainder of this chapter.

CONCLUSIONS

In response to hypothesis one, one of the reasons why this hypothesis was not confirmed may be due to the fact that sometimes an interruption in a sequence of events can lead to reduced apprehension. An interviewee can recollect his thoughts and feelings when there is an interruption in the interview.

It was hypothesized that interruptions during an interview will tend to increase the anxiety level of the interviewee; but in this simulated interview the anxiety level was far lower. If an interruption would occur during an authentic interview the experimenter believes that the anxiety level of the interviewee would increase. This nonrealistic interview setting will be the focus of discussion in the limitations section of this study.

Although the results to hypothesis 2 were not statistically significant, the trend was in the expected direction. The subjects exposed to sustained eye contact did exhibit a higher level of anxiety than those subjects who were not subjected to sustained eye contact (34.59 for eye contact treatment group as compared to 32.71 for the control group). The experimenter
believes that sustained eye contact would have lead to a statistically significant anxiety score in a non-role playing setting. In addition, since today’s society does place a large value on maintaining a high level of eye contact in a dyadic interaction, the effect is that sustained eye contact does not necessitate an increase in anxiety. These subjects who were accustomed to high degrees of eye contact would naturally be affected less than those subjects that were not accustomed to high levels of eye contact. In the interviewing setting the interviewer must become aware of the fact that sustained eye contact can have positive effects on some individuals and negative effects on others. The experimenter concludes that a moderate level of eye contact is the most desirable level to sustain; but the amount of eye contact appropriate to a given situation is situation specific.

Hypothesis 3 (personal space violations) had the highest anxiety score of 35.53. One can conclude that personal space violations did have an effect on the anxiety score, even though it was not a statistically significant result. Intuitively one can conclude that the appropriate personal space is situation specific. The amount of personal space that is needed in an interview varies from one interviewee to another. Additional research is required. The sex of the interviewer can also have an effect in determining the appropriate amount of space that should be maintained in an interview, as evidenced by the fact that both the male and the female interviewees exhibited a
higher level of anxiety when interviewed by the female interviewer. Future research should focus on sex differences as related to personal space violations.

LIMITATIONS OF THE STUDY

The major limitation in the study just completed was in relation to the climate of the interview setting. The climate of the interview was not a realistic enough representation of an actual employment interview. The interviewers were semi-professional attire i.e. a shirt and tie with dark slacks for the male interviewer and a white blouse with dark slacks for the female interviewer, but I believe a more professional attire consisting of business suits for both interviewers would have been more appropriate. Malloy (1975) discussed the fact that the attire of an individual has an effect on the credibility of that person. An individual that dresses the role of a businessperson will be deemed as more credible than an individual who fails to dress the part as a businessperson. Future researchers should definitely keep this fact in mind.

A second minor limitation in the study was the length of the simulated interviews. The interview lasted a duration of ten minutes which may not have been a sufficient amount of time. Typically employment interviews last from 10-30 minutes, and for this reason a twenty minute interview may have been more appropriate. A twenty minute interview would allow more in-depth probing questions that would enable the interviewer to
obtain additional information about the candidates' qualifications and his/her general attitude toward the working world.

A third limitation in the study was that it was conducted in a university setting. As was previously stated, a key to the success of an experiment in the field of interviewing is to create a realistic employment climate. The interviews were conducted in a purely academic environment, and this factor adds to the non-realistic climate that was formed. Future researchers should conduct the interviews in a more businesslike environment. This idea of businesslike climates will be one of the principle areas of focus that will be discussed in the final section of this thesis.

A final limitation is the study was in the amount of training that the female interviewer went through. Several run throughs of simulated interviews were completed, but due to the inexperience of the female interviewer in practical interviewing techniques, additional run throughs might have been necessary. In addition today's society is still built on the assumption that recruiters are typically male. Because of this subjects interviewed by the female interviewer may have been unprepared to interact with a female, and this could have lead to their increased anxiety level.

Suggestions for Future Research

The results obtained in this study should lead future researchers to examine the following areas. First, what is the
effect of the sex of the interviewer on the anxiety level of the interviewee? Although the results related to the interviewers' sex were statistically non-significant, they did indicate a trend. The trend as previously mentioned was in the direction toward increased anxiety on the part of those subjects that were interviewed by the female interviewer. Future researchers should perform sex difference studies in order to determine whether or not female or male interviewers have a significant effect on the anxiety levels of respondents.

A second area that requires further research is in the area of interviewing techniques. Researchers must begin to examine in greater depth, those interviewing techniques that can obtain the largest amount of information about the applicant, but at the same time are not anxiety inducing techniques. Eye contact, personal space invasions and interruptions are just a few activities that this experiment has examined. Vocal cues, kinesics, and varied mannerisms are additional areas that require further research.

In retrospect, this thesis has attempted to point out the negative consequences of communication apprehension in the interview setting. Since the interview is a high anxiety situation, interviewers must become aware of these activities that can lead to heightened apprehension on the applicants' part. Once they become aware of these activities, the interviewer can seek to eliminate them. Future research in interviewing anxiety is needed.
APPENDIX A

Protocol No. _______

--THE OHIO STATE UNIVERSITY--

CONSENT FOR PARTICIPATION IN
SOCIAL AND BEHAVIORAL RESEARCH

I consent to participating in (or my child's participation in) a study entitled

Interviewing: An Exploratory Study

has (Investigator/Project Director or his/her authorized representative)

explained the purpose of the study and procedures to be followed. Possible benefits of the study have been described as have alternative procedures, if such procedures are applicable and available.

I acknowledge that I have had the opportunity to obtain additional information regarding the study and that any questions I have raised have been answered to my full satisfaction. Further, I understand that I am (my child is) free to withdraw consent at any time and to discontinue participation in the study without prejudice to me (my child). The information obtained from me (my child) will remain confidential and anonymous unless I specifically agree otherwise.

Finally, I acknowledge that I have read and fully understand the consent form. I have signed it freely and voluntarily and understand a copy is available upon request.

Date_________________________Signed: ____________________________

(Investigator/Project Director or Authorized Representative) (Person Authorized to Consent for Participant, If Required)

PA-027 (2/95)--To be used only in connection with social and behavioral research for which an OSU Human Subject Review Committee has determined that the research poses no risk to participants.
Directions to Interviewee

Based upon the interview just completed, answer the next 20 questions in relation to how you felt during the interview. Be as honest as possible.

<table>
<thead>
<tr>
<th>Question</th>
<th>Very Much</th>
<th>Moderately So</th>
<th>Somewhat</th>
<th>Not At All</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I felt calm</td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>2. I felt secure</td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>3. I was tense</td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>4. I was regretful</td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>5. I felt at ease</td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>6. I felt upset</td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>7. I was worrying over possible misfortune</td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>8. I felt rested</td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>9. I felt anxious</td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>10. I felt comfortable</td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>11. I felt self-confident</td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>12. I felt nervous</td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>13. I was jittery</td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>14. I felt 'high-strung'</td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>15. I was relaxed</td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>16. I felt content</td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>17. I was worried</td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>18. I felt overexcited and 'rattled'</td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>19. I felt joyful</td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>20. I felt pleasant</td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
</tbody>
</table>
APPENDIX C

Interview Questions and Format

Question 1: Would you please tell me something about yourself, your background etc.?

Question 2: Have you ever taken part in a psychological experiment? Where? When?

Question 3: What has been the most helpful course that you have taken in your academic career?

Question 4: What has been the least helpful course that you have taken in your academic career?

Question 5: What has been your greatest achievement in your life?

Question 6: Where do you desire to be 5 years after college graduation? Ten years?

Question 7: What quality/skill do you have to offer to a particular company?

Question 8: If money were no object where would you take a 4-week vacation to?

Question 9: What disturbs/irritates you the most in school? Life?

Question 10: What has been your most embarrassing situation that you have been involved in?

Depending on the individuals' responses, additional probing techniques were used to obtain the maximum amount of information.
REFERENCES


Hollanworth, J.G., Olaseki, R.C., and Dressel, M.E. Use of


