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TESTING BIAS IN THE OCCUPATIONAL INTERVIEW: A PILOT STUDY ON
RACIAL DISCRIMINATION

by

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A thesis submitted in partial fulfillment of the requirements
of the degree of Master of Arts
in the Department of Sociology
in the College of Sciences
at the University of Central Florida
Orlando, Florida

Summer Term
2009

ABSTRACT

The purpose of this study is to determine the possibility of the occupational interview utilizing tests that prove to be bias towards one particular race or another. This study is a pilot study and represents the first step in developing a more extensive research design to examine testing bias within the occupational employment interview setting. Ten black students and ten white students are asked to complete two types of occupational interview samples. Those samples are then reviewed by two black hiring managers and two white hiring managers. The results are examined to determine if one test had a greater impact on the manager's hiring decisions. The findings indicate that when compared to the unstructured interview, the structured interview was associated with less bias in the hiring selection. From the data reviewed, possible limitations and future research was discussed.

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CHAPTER ONE: INTRODUCTION

There are numerous reasons as to why occupation is considered an important part of American life. An individual's occupation shapes everything from their current life style to the life chances of their children and grandchildren (Biblarz 1999; Carlson 2006; Dunifon and Kowaleski-Jones 2007). Of course, the main reason why the majority of people work is for income. The phrase "money makes the world go 'round" comes to mind when thinking of occupational choices that may be considered the sole means of living. The purpose of my study is to examine the extent to which the occupational interview uses tests that may be biased towards one particular race or another. My research is a pilot study and can be considered the first step in the developing a more extensive research agenda with regards to testing bias in the occupational employment interview.

Prosperity and well-being are critical to understanding what motivates individuals to work at a particular level and to maintain, or increase, their respective amount of income. Nonetheless, productivity in the workplace is maximized by the potential to either be terminated or promoted or to find a more prosperous job elsewhere; both of which could lead to dramatic changes in an individual's lifestyle (Mori 1998). An individual's employment also shapes the type of socio-economic opportunities that they may experience. Those socioeconomic situations coincide with specific cultural beliefs and together shape decision making with regards to occupational advancement (Park and Baker 2007; Eckersley 2005).

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Education may be considered both a critical cause and effect of occupation due to its implications for the individual's present situation and long term future. For example, the amount of income a head of household realizes can dramatically affect the type of education their children may obtain. It can be extremely difficult for a person with less income to be able to provide and afford a premium education for their children. With occupation being so essential to survival and maintenance in American society, one may assume that it should be a necessity that everyone has an equal opportunity to pursue a particular type of occupation. For these reasons, it should be clear that research into the hiring process is important, especially as it relates to the validity of the methods used to make hiring decisions.

Age, gender, and race are all factors that employers may unjustifiably take into account when assessing potential employees. In regards to gender, often times in our society we have biases and stereotypical views of certain age groups. Based on the systematic procedures involved in occupational selection, a particular employer may determine that a person of younger stature may not be as mature as someone of older age in addition to the younger person not having enough experience in that particular field (Kawagucji 2005; Becker and Connor 2005). We also find that people of older age may not desired in many workplaces due to the perception that the elderly may slow productivity or may not be "with the times," and therefore, they cannot make the appropriate and accurate decisions needed for a particular job or duty. What this has led to is rather than the employer finding and determining this on a case-by-case basis, some businesses have set boundaries in order to eliminate some job candidates

before they have an opportunity for employment. Gender is another factor that may cause

discrimination in employment. As with age, the stereotypes and biases associated with gender

carry over into the realm of employment, leading to lower wages for women, sexual

harassment, and undermining of their work efforts (Heilman and Okimoto 2008; Reid and

Pavadic 2005). In addition, an individual's race is may affect employer judgments. Race, like the

previous two factors affect employment based on biases and stereotypical views generated in

other areas of our society including the media, school, and social organizations we involve

ourselves in (Reid and Padavic 2005).

Racism and racial discrimination are still present in our society despite the attempts of

the civil rights movement and political activists who lobby for equal rights. While the fight for

racial equality certainly has made vast strides in such areas as school desegregation and

occupational equality, there are other forms of racial discrimination that still exist. For example,

there still lie subtle forms of racial discrimination within areas such as marriage and religion

(Bisin and Verdier 2000). Research by Bisin and Verdier (2000) concluded that due to

geography, location, and neighborhood effects, marriage and attending religious services are

among other things, exogenously segregated. There findings suggest that there are still certain

aspects in our everyday lifestyles that promote discrimination among individuals from different

backgrounds and races because of the lack of interaction between individuals of different races

and social backgrounds.

With a large amount of research suggesting that the actual person conducting the interview or assessment is responsible for racial discrimination in the workplace (Deitch et al. 2003; Huffcut & Roth 1998; Moscoso 2000; Collins & Gleaves 1998; and Pulakos, Schmitt, and Chan 1996), it is also important for researchers to examine if the instruments used within the occupational realm also may be responsible for occupational discrimination. If objective testing and evaluation tools are available in the workplace, then one may argue that regardless of whether a hiring manager is racially biased, the tests should counteract their feelings and allow for unbiased opportunities in hiring and/or advancement. However, if the tests themselves are biased (or do in fact allow for employers to express their bias), the tests themselves must be reevaluated. In either case, it can be exceedingly difficult for an individual to be part of his/her desired occupation and position if bias is involved. Even if the employer is not of a biased, racist, or discriminatory nature, maintaining a testing instrument that may unnoticeably eliminate potential employees due to their race and status can prove to be detrimental to potential employees as well as employers.

The purpose of my thesis is to build upon past literature related to the racial discrimination of African Americans within the areas of occupational hiring and testing as a dimension of bias within the interview method used by employers. The past literature provides insight into racial discrimination, its negative effects, and racial discriminatory occurrences in the work place. The literature review will also provide background information on two common types of hiring tests -- the structured and unstructured interview methods. Following this

review, a pilot study will be conducted regarding the possibility of one style of interview being more effective in allowing for unbiased analyses when making hiring decisions. The results of the study will then be quantitatively tested using a chi-square analysis. Finally, a discussion of the research and the implications of the pilot study for future research will be presented.

CHAPTER TWO: LITERATURE REVIEW

Racial Discrimination

Studies suggest that racial discrimination have many negative effects on not only those who have been discriminated against, but also those who discriminate (Thomas 2003; Sidanius and Berkeley 2000; & Fischer and Shaw 1999). African Americans in particular are affected detrimentally by racial discrimination. A study done by Broman, Mavaddat, and Hsu (2000) focused on isolated acts of discrimination towards African Americans. The experiences of isolated discrimination were studied among a sample of African Americans. The findings suggest that African Americans suffer from lower levels of mastery and higher levels of stress due to racial discrimination. This is important due to the consideration that African Americans have to work in order to live. Higher levels of stress due to discrimination could have adverse effects on their families and more related to this topic; their work performance. This could lead to possible underperformance and possible termination. From there the employer who hired the individual may develop a negative stigma pertaining to African Americans and their work performance (Collins and Gleaves 1998). Although very insightful, the Collins and Gleaves study has its limitations. Collins and Gleaves focused on perceived discrimination by African Americans. It is very possible that a lot of that perceived discrimination may have been unintentional discrimination or no discrimination at all. In addition, it can be very difficult to

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define and measure discrimination, especially since it is perceived discrimination instead of blatant discrimination. In the employment realm racial discrimination is prevalent.

Research conducted by Bertrand and Mullainathan (2004) suggests that racial discrimination occurs often within the hiring and selection process within companies and organizations. Past research also suggests that racial discrimination has adverse effects on the physical health of those discriminated against including heart disease and high blood pressure (Karlsen and Nazroo 2002). Their research is limited because of the small sample size which forced Karlsen and Nazroo to combine the different ethnic groups in order to compare them to their white counterpart. Allowing the ethnic groups to be combined makes it difficult to assess the African Americans used in the sample, which then makes it difficult to determine the amount of racial discrimination towards African Americans as well as the health issues that may follow. Despite this, the study can be used for further research involving the effects of racial discrimination in the workplace and primarily focus on just one race and determine the levels of racial discrimination and adverse health consequences. This type of research is helpful in the promotion of better health and lives for those who are discriminated against, particularly African Americans. Future research should improve upon racial discrimination in occupational interviews by studying different types of interview methods and assessing them based on the level of perceived racial discrimination in addition to the assessment of whether an applicant is more qualified over another regardless of their race.

This research is important due to its implications on the health of African Americans due to racial discrimination. By expanding the research on equality in occupational interviews as well as occupation in general, it is possible to create awareness about the effects of racial discrimination as far its impact on health and well being is concerned. Research suggests that this also leads to increased rates of joblessness among African Americans (Thomas 2003). This study also suggests that there are many misconceptions about African Americans in the workplace. According to the Thomas study, many employers are reluctant to higher African Americans due to them being unskilled and lacking work ethic, employers insinuate racial attitudes the higher the job level, and that those racial attitudes are based on institutional work place relationships between racial groups.

These findings are important from the perspective of racial discrimination as a barrier in the workforce. Furthermore, the study found that African Americans in the study did not accept unskilled jobs due to the fact that they could not manage on such a minimal wage. Thomas' findings suggests that future research on the topic of racial discrimination in the workplace should make attempts to discover what other kinds of stereotypical views are enforced and/or displayed in the employment setting, process, and interview. These findings are extremely supportive in determining that there still is racial discrimination, particularly in the work force. With this being so, further research on the topic becomes even more important in making an attempt to not only reduce racial discrimination, but to also try and understand how racial discrimination in employment and the interview process may occur. The interview process with

the occupational realm can be considered the most important facet of occupation (Rynes, Barber and Varma 2000; Dipboye 1997). It is where an individual initially becomes employed and can begin to garner wages and earnings. Therefore, it is necessary to explore this area in order to determine to what level racial discrimination exist within the interview process.

<div align="center">Testing Bias</div>

The interview process can be seen as a type of testing tool used to evaluate an individual to determine if the applicant meets the criteria of the employer (Campion, Palmer, and Campion 1997). While the interview process is widely used across different genres of employment, with the interview being used as a testing tool leaves room for testing bias. A landmark methodological study by Stuart A. Rice (1929) looked at the bias of a particular investigator and the following adjustment of responses given by the interviewee in order to satisfy the interviewer. The study involved a group of applicants who were lead into answering the interview questions correctly by twelve different interviewers and another group who were not lead to answer the interview questions correctly. The twelve interviewers were observed to base their assessment of the interviewee on personal preference as opposed to remaining partial and fair to all interviewees.

The study by Rice (1929) suggests that racial discrimination within an interview relies heavily on the interviewer. His research also suggests that the interviewer may forget to note key information as well as the substance of information that was actually obtained. In order to counteract these happenings the study suggests that a controlled interviewing technique must

be implemented. This study is significant in that it is one of the earliest studies that questioned the interview process and allowed for similar studies to argue in support or disagreement of the initial suggestion. Rice's research demonstrated the importance of the interview and encouraged for future research to expand upon the ideas and questions his study raised.

The study also raises the question of interview validity. The question of whether or not the interview method is the best or even a plausible method of evaluation can be brought into question. When human error is involved, appropriate and accurate decision making is hindered (Holroyd and Coles 2002; Edmondson 2004). With the interview method being used not only in employment, but in other areas where survey of opinion and qualification is needed, it is important to determine whether or not the interview is an effect method of accuracy. While the Stuart study was an important one, it is important to note that each participant only went to two interviewers which leaves open the possibility that the participants simply changed answers randomly. The use of more than two interviewers would have made the results more valid. In addition, repeating the study would have made the results more reliable.

Another study also suggests that, pertaining to race when in an interview, the race of the interviewer, the social distance between the interviewer and respondent, as well as the threat of interview questions relate to the bias in that particular interview may affect interviewee responses (Williams Jr. 1964). The study consisted of 840 black participants who were interviewed by five white females and nine black females. The sample of questions included questions regarding education, income, politics, and religious attitudes. Based on the

responses given by the participants, analyses were conducted examining social distance, race, and perceived threat of the interview itself. While these findings are significant in that it also supports the theory of testing bias due to the interviewer, the study did not include a comparison to white participant's which limits the validity of the study. Nonetheless, Williams' study provides insight as to what may cause bias within the interview. This study by Williams is also important due to its scarcity. When pertaining to race and test bias, the study was one of the few. Despite the scarcity and insight, these studies focus primarily on the interviewer's bias and how this may affect the decision making and overall equal opportunity in the evaluation of the persons being interviewed. The studies fail to ask the question of whether or not it is the testing instrument itself that may be the cause or even have something to do with concluded bias found in the study.

A similar study the Williams Jr. study by Cleary (1968) did in fact compare testing instruments along with other variables in assessing the amount of bias. In addition, the study included the comparison of blacks and whites instead of conducting an isolated study using only blacks. Despite the benefits of this study, it was conducted for educational purposes and for an educational test (SAT). The method used in evaluating the two groups of students was the comparison of different types of the SAT, the grade point average of each student, and the high school rank in class. The general idea of this study can be used in evaluating testing bias in employment as well. Since past research suggests that there is still racial discrimination in employment today (Lin et al. 1992; Triandis 1963; Frazier and Wiersma 2001) the topic should

be revisited in order to reevaluate the magnitude of this issue currently. Further research regarding this topic suggests that the structure of the interview may in fact largely affect the outcome of the interview (Herbert, Bravo, Bitensky, and Voyer 1996; Pena, Igesias, and Lids 2001). These studies advocate that the structure of the interview is what allows for the bias of the interviewer to become prominent during the interview. The reoccurring issue with these studies is the fact that they do not directly deal with interview bias in employment. While we can take the methods and the general idea of these studies and apply the to other applications, the lack of studies directly related to the bias of test instruments in the employment interview process calls for more studies in this area to be accomplished.

A study conducted by Janice Scheuneman (1979) provides assistance in conceptualizing ways in which we can effectively evaluate bias within the actual tests themselves. The method proposed involved using chi-square in order to assess the levels of bias in different testing instruments. What the study fails to address is the probability of incorrect answers given by respondents. The fact that many respondents do in fact give incorrect or inaccurate answers causes issues while using the chi-square model due to the fact that the test does not take into account these errors. The inability to account for the inaccurate or incorrect responses in return makes the results from the chi-square test questionable.

Past research regarding the subject of testing bias may be useful in providing potential ways of assessing the level of testing and instrument bias during interviews. Despite this, the past research appears to have two main limitations. The first limitation is the fact that the past

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research looks at bias within the interviewer themselves as opposed to solely the testing instrument itself. If past research suggests that the interviewer is in fact biased towards particular interviewees, then consequently future research should look at the testing instrument itself in order to evaluate the level to which the instrument allows for the interviewer to have their bias affect the chances of an individual receiving the accurate scores during the interview.

The second is the issue of test bias research not being evaluated within the realm of occupation. The absence of testing bias research in occupation is important due to the fact that many qualified candidates for a particular type of employment may have been disregarded due to unfair testing tactics and bias in the form of the interview test that was administered. My study addresses both issues by comparing two different testing instruments in order to evaluate them, in addition to using interview testing styles used in employment interviews. The remainder of this literature review will discuss the two testing methods used in the study; the conventional interview test and the integrity interview test. However, we should first look at the structure or lack thereof of the selection interview in general.

Research suggests that there are typically two levels of interview, the structured and unstructured interview (Campion, Palmer and Campion 1998). The structured interview is more likely to look at job analysis i.e. related job behavior of the applicant and the amount of job information the applicant is familiar with. In the unstructured fashion, the interviewer may ask questions pertaining to the individual's personality specifically, or they may ask questions that

in directly relate to the individuals personality. Pertaining to job analysis, past research suggests that the overall validity of the structured interview has improved over time (Campion, Pursell, & Brown 1998; Pulakos, Schmitt, Whitney, Smith 1996). Possible explanations regarding the validity include proper training of interviewers, and the use of multiple interviewers. The two levels of interview can then be combined with the two most commonly used styles of interview which are the conventional interview and the behavioral interview.

Conventional interviews contain questions that are directly related toward qualifications, credentials, and the experience of the individual and mental ability (Salgado and Moscoso 2002). The behavioral style of interview evaluates similar aspects but also includes questions directed towards job knowledge and how the applicant would handle themselves in certain situations. The two levels and structures can be combined together in any fashion to form the type of interview to the interviewers liking and discretion. However, past research suggests that in forming interviews; the longevity, the amount of assisting questions, and the amount of notes the interviewer has to take may have various effects on the outcome of the interview (Campion et al. 1997). This is due to several factors including interviewee disinterest due to longevity of the interview, the amount of assisting questions can confuse the interviewee or decrease the significance of other questions asked, and the interviewer forgetting some responses by the interviewee when not taking notes and recording more of the responses while taking notes. This is important for the next section which takes a look at the structured/ conventional interview and a type of behavioral interview called the integrity test.

Great detail is needed in explaining the differences between the two styles of interview including the possible advantages and disadvantages they bring to the employment interview.

<div align="center">Structured Interview</div>

As mentioned earlier, the Structured Interview pertains to job qualifications. Research suggests that one of the most useful components of the conventional interview is the aspect of critical incidents (Delery, Wright, McAuthor, and Anderson 1994; Schmitt and Ostroff 1986; Campion, et al. 1994). Critical incidents provide several job specific and job related questions for the applicant that allows the interviewer to assess the level of related job experience the applicant possesses. This ties in with job analysis within the conventional interview in that it identifies the job ability of the applicant. Along side this; research had varied regarding the correlation between the conventional interview and ability (Pulakos and Schmitt 1995; Campion et al. 1994). Ultimately further research concluded that the more cognitive assessment applied to a single interview session, the more valid the interview becomes (Huffcut, Roth, & McDaniel 1995). What Huffcut, Roth and McDaniel's study indicates is the conventional interviews may provide accurate predictions of job performance typically when the assessment of perception, judgment, and reasoning are of high focus.

In contrast, conventional interviews that do not focus on these aspects are often less effective in predicting job effectiveness and job performance. In addition, past research raises the question of whether the conventional interview only assesses cognitive ability (Campion, Palmer and Campion 1997). This is important in that there are more aspects to a successful job

candidate and the selection of an interview should not be based solely on cognitive ability.

There are many other factors that employers look for in an employee such as honesty,

reliability, and work ethic (Sackett, Burris, and Callahan 1989). The structured interview does

not look at these attributes which ultimately could lead to an adverse employment

environment for the new employee as well as existing employers. Examples of an adverse

environment include stealing, cutting corners, unhealthy work relationships, and negligent

work attitudes. This could also have an effect on the selection of minorities and those of lower

class because of the overlooking of key occupational attributes and focusing primarily on

credentials, qualifications, and experience (Huffcut and Roth 1998).

In addition, research has suggested that the conventional interview does a good job at

predicting the initial job performance of applicants, but does not effectively assess the long

term job performance (Russell 1999). Russell's study is important because it implies that the

conventional interview uses the wrong criteria in making hiring decisions. His research is limited

in sample size; however, it encourages further research that may want to look at other

methods of interviewing that may better assess the long term job performance of employee's

or possible applicants. Research also suggests that the structural/ conventional interview allows

for employers to make biased assumptions about the particular person or people they

interview (Krysan 1999; Holzer, Raphael and Stoll 2006). Their research implies that while trying

to see things from the perspective of the other person, employers may often times have a

stereotypical view of certain people or an unfair judgment of an individual applicant. These

findings also suggests that other methods of interview may need to be evaluated in order to find methods of selection in which the opinions and ideas unrelated to their profession are regulated to a point where they do not affect the chances of the individual obtaining the particular employment opportunity he or she desires.

The conventional interview is also limited in assessing the chances of turnover that an employer may encounter overtime (Brown and Pardue 1985). This is important due to the fact that many employers encounter large amounts of turnover within a span of time (Pulakos et al. 1996). This also encourages future research regarding initial methods of assessing potential employee turnover. This in return keeps other employee's happy and focused in addition to saving the company money and the strain of constant re-hire.

<u>Integrity Test Interview</u>

The unstructured interview that will be reviewed is the integrity test. Research has suggested that there a critical issues concerning the primary interview format used to assess applicant ability when it comes to employee selection (Moscoso 2000; Coyne and Bartram 2002; Collins and Gleaves 1998). However, past research has concluded that the validity of the employment interview is very poor (Wiesner and Cronshaw 1988). The study conducted by Moscoso focused on the different methods of interviews, the most prominent two being the structured interview and the behavioral interview. This research showed substantial evidence that the interview process is in fact a very useful tool in the hiring of applicants for

employment. However, the structured interview has a different kind of validity, meaning that the structural interview measures different constructs.

This conclusion is important because the structural interview is the most commonly used interview (Huffcut and Roth 1998). Further, this idea suggests that there is a possibility the structured interview allows for class and race to interfere with the decision making by the interviewer. It seems obvious that research should be conducted on whether or not this is accurate. In addition, researchers should look at the validity of the structural interview between occupations. Some research suggests that the behavioral interview may benefit employees and employers by eliminating possible factors irrelevant to whether or not the applicant may be qualified for the job (Collins and Gleaves 1998).

Past research also suggests that the structured interview may also predict job initial job performance of the applicant, but fails to predict the long term job performance (Schmidt, 1976). This finding is important because there is the negative stigma that African Americans are lazy and have no intentions of giving a full effort while at work (Bertrand and Mullainathan 2004; Collins and Gleaves 1998). Future research involving a behavioral method of interview may possibly assess the long term work ethic not only for African Americans, but for all current employees and potential applicants. A study using the five factor behavioral model concluded that, using that particular model, there was equality among the African American and White applicants as far as ideal responding is concerned (Collins and Gleaves 1998). What this means is that with the five factor model being more of a behavioral interview method, it may be

possible that behavioral style interviews may be more effective in avoiding racial

discrimination.

   With many behavioral formats to choose from, it can be difficult to choose one. For the

sake of qualities desired in an employee, the integrity tests may be deemed as an appropriate

choice. The integrity tests itself looks at assessing the potential for counterproductive behavior

within the workplace in addition to qualities that may be desired in an employee (Coyne and

Bartram 2002). The integrity test is closely linked to the five factor model of personality, which

looks at Stability, Extraversion, Openness, Agreeableness, and Conscientious (Ones and

Viswesvaran 1998). The five factor model is derived from those five traits and used to assess an

individual's personality. Stability is the propensity to experience depressing emotions such as

getting upset easily. Extraversion can be defined as enjoying the company of people, attention

and have positive emotions. Openness illustrates creativity and intellectual curiosity.

Agreeableness imitates the personal differences with the concerns of social harmony. To be

agreeable is to generally believe all humans are decent and honest. Conscientiousness can be

defined as being extremely aware of their surroundings, organized, and are often compulsive.

This is important because, according to previous research, the five factor model limits the

amount of discriminatory behavior within an interview session (Collins and Gleaves 1998; Ones

and Viswesvaran 1998). Research suggests that the using the integrity tests during the

employment interview reduces the likelihood of hiring someone with counterproductive

tendencies, and may improve employee turnover (Brown and Pardue 1985).

This research is essential in that employers no longer have to use the symbol of being African American as a pre-determinant of whether the applicant may engage in counterproductive behaviors. In doing so, African Americans, along with other minorities, will have more equality within the employment interview and in the workplace once actual employment is found. Although this research is supportive of the integrity tests as a tool to dissolve racial discrimination, one has to take into account the fact that these studies had no control group to analyze as well. What this means is that it may have been possible that the outcome could have been solely based on the sample used and not the integrity test at all. Past research also suggests that the integrity test may also have the advantage of fairness over its counterpart (Ones, and Viswesvaran 1998). While some research indicates that African Americans score higher on integrity tests more recent research has indicated that the differences among African Americans and Whites are relatively small in number (Coyne 2001; Ones and Viswesvaran 1988).

This research further suggests that integrity tests may create balance among the different candidates for a job regardless of race. The implementation of the integrity tests, therefore, has the potential to minimize racial discrimination based on the qualities assessed using the method. The integrity test has proven to be a reliable method in evaluating job applicants over time (Coyne and Bartram 2002). What is problematic in using the integrity tests is the matter of its ethical standards. The integrity test assesses scope, fairness, and practicality among other things based on responses from the applicant themselves. False positives may be

considered the primary concern in using an integrity test (Alliger 2000). An employer may find it difficult to accurately determine whether or not the applicant is simply telling the employer what they want to hear or if they are truly expressing the qualities that lie within them. In addition, some employers may not even notice someone using false positives in order to become employed. With this in mind, the integrity tests may be a valuable method in eliminating racial discrimination in the workplace.

In improving upon racial discrimination, in addition to the possible improvement of employment equality, future research should look at the comparison between integrity tests and the structural style of employment interview. This type of research is very important because of the negative effects of racial discrimination towards African Americans. Future research comparing the two styles is also important because of the fact that past research, when measuring the effectiveness of one style, has failed to include the other style as a control group in order to truly measure the effectiveness of either interview style.

This literature has provided insight as to the past research that has involved racial discrimination, structured interviews, and behavior interviews. The research has also sparked further research, particular within this thesis in further uncovering the possible benefits and/or setbacks using the integrity test style of interview or the structural style of interview in the attempt to reduce testing bias; particularly that of racial discrimination in the hiring process. The next section presents the methodology of my study.

CHAPTER THREE: DATA, METHODOLOGY, AND ANALYSIS

Sample

The study involved twenty-four participants who were randomly selected from the University of Central Florida. Majors and backgrounds were not of importance simply because the majority of college students that seek work after graduating have to come across some type of interview in the process (Luzzo, McWhirther, and Hutcheson 1997). The only requirement was that the individual had to have had some type of employment for monetary gains during their lifetime. This was necessary because some of the interview questions used on both the integrity and structural interview test. To have chosen participants from a college was important because college students are the future employees and employers in virtually any job market in Western Civilization (Stern and Yoshi-Fumi 1991; Hoachlander, Sikora and Horn 2003). In addition to being future employees and employers, college students are easily accessible and likely to participate fully in the study as opposed to those individuals who can become pre-occupied with work and families and not participate fully and accurately in the study. The participants were recruited in a sociology class at The University of Central Florida Main Campus.

The interview tests were administered during the respective class period. In order to solicit participation, pieces of candy were offered. Once all of the tests were gathered, the

respective twenty participants were chosen based on their race and gende. Of the twenty-four

participants, twenty were divided into groups with half being black, half being white, half male,

and half female. The equal division of race and gender were important because they provided a

means to control for race and gender within the study. The remaining four participants were

selected to act as hiring managers.

The hiring managers were able to begin assessing the applicant responses after their

respective work hours. The four were divided by gender and race. With one being an African

American female, one a Caucasian female, one an African American male, and one a Caucasian

male. It was important to have separate genders and races in order to control for possible bias

within the hiring participant themselves. For their participation, the hiring managers were also

offered pieces of candy.

<u>Design</u>

The interview samples themselves involved ten, written questions each, all of which

involved the participant explaining their reasoning behind the answers they provided. Written

questions were preferred over face-to-face responses because written responses were easier to

refer back to when needed. They were also preferred because the hiring participant and

interview participant did not have to be present at the same time, which makes the study more

time manageable and objective. Ten questions were selected because ten is an adequate

amount of questions in order to analyze the results without loosing the interest and honesty of

the participant.

The integrity test questions used were overt integrity test questions taken from the Stanton Survey, which includes 83 questions that involve yes or no answers. Its formation is based on research dating back to the 1960's and is offered by the Pinkerton Services Group. For the sake of this study, the participants were asked to explain their "yes" or "no" answers in order to allow the hiring participant to fully analyze the respondents choices and make a more accurate decision based on those responses. The questions included; "Do you agree with this statement; some of my friends are a little dishonest but I do not put them down. Explain.", "Would you return money to a store if a clerk gave you too much change? Explain.", "Is it all right to bend company rules as long as it does not become a habit? Explain.", "Is it all right for employees to use a sick day for reasons other than illness? Explain your answer." Have you ever hurt anyone's feelings? Explain your answer."; "Do you always finish what you start? Explain.", "Would you ever help a friend by letting him/her have your employee discount without approval? Explain", "Would most employees steal if they would not get caught? Explain your answer.", "When there are no opportunities to advance in a company, do employees turn to stealing and/or giving less effort?" Explain.", and finally "Is it fun to see how much you can get away with at work? Explain". These ten questions were chosen for the reason of them adequately covering areas that integrity test attempt to cover (i.e. stealing, at work performance, team work, trustworthiness, etc.)

The structured interview sample questions were gathered from The Human Services Research Institute (HSRI). The questions were generated in 2007. HSRI provided structured

questions in many concept areas including participant empowerment, communication skills, self-development, and organizational participation. The use of similar questions would cause a lack of a broad spectrum of questions that relate to the structural interview style. The ten questions included; "Describe a situation where you played a role in making a change within your last place of employment?", "What have you learned from mistakes on the job? Explain", "How would past supervisors describe your work ethic?", "Explain how you would be an asset to this organization.", "Other than money, what rewards, benefits, or work situations are most important to you? Explain.", "If you had the authority, what you would you change about your last position? Explain your answer.", "In depth, tell me about your ability to work under pressure.", "What motivates you to do your best on a job? Explain.", "What qualities do you look for in a boss? Explain.", and finally, "In depth, tell me about the most fun you have had on a job."

Procedure

The study involved participants answering questions used when an individual is applying for a job. Each of the twenty participants answered both the integrity test interview questions and the structural interview questions. The participants were asked to explain the answers they give. When explaining the answers, the participants were given enough space for a short paragraph (five lines). Explaining the questions was essential because the remaining participant will use these in depth explanations in determining which applicant to hire. The two types of interview were administered in a random order to each participant to account for the fatigue

25

and/or disinterest factor. The integrity interview was known as "Interview 1" and the conventional interview "Interview 2" to make differentiation easier without revealing to the participant which test is which. The interview participants were randomly asked to participate in the study in Sociology classes at the home campus of The University of Central Florida over a one week period.

The participants selected to act as the "hiring managers" were selected from The Florida Department of Juvenile Justice. The four participants are Senior Juvenile Probation Officers who have intermediate experience in hiring personnel and aspire to become supervisors involved in hiring selection. The participants were selected from this area because they aspire to have the responsibility of hiring individuals based on their performance during the interview session. The hiring participants had to choose of the twenty, ten of the participants who they feel as though are most qualified for hiring based on the responses received from the tests. The hiring participant's first made these decisions based on the results of the structural tests and then once again using the integrity tests. The position the hiring participants were looking to occupy was an entry level job only requiring a bachelor's degree from an accredited university.

The hiring managers were given a week to make their hiring decisions and turn in their results to the researcher. After the hiring participants made their choices on who to hire based on the structured test and then the integrity tests those decisions were then compared to the interview respondents' race and gender. After all the data was collected, the results and further

analysis were reported. A follow-up with the hiring managers was held in order to determine why the hiring managers made the decisions they made regarding their hiring selections. The follow-up will took approximately one week to complete. After the follow-up, a chi-square analysis was conducted to determine the statistical significance of the study. The chi-square analysis also took about one week to complete and analyze. From there I determined if there were patterns in the hiring by each hiring participant in relation to the type of test that was applied.

<u>Variables and Sample</u>

Before the interview questions are administered, participants were asked to provide their race and gender. The participants name will remain anonymous to assure them of the utmost confidentiality. Confidentiality, in return should have allowed for the participants to answer the interview questions more accurately and honestly.

A sample of 20 undergraduates was obtained by convenience sampling method of a single class from the University of Central Florida's main campus. The class consisted of approximately 200 students of which approximately 150 students participated in the study. The age range of those who participated was between 18 and 25. The sample was chosen randomly with the researcher only verifying that all questions were answered. Once the 20 interviewers were chosen, the two tests from each participant were numbered in relation to their respective race and gender. Numbers 1 through 5 were black males, 6-10 were black females, 11-15 were white females, and 16-20 were white males. The participants' races and genders were then

taken off of their interviews and copies were made. The Copies of the 20 participants were then

given to the four participants who were to act as hiring managers. The hiring managers were

completely unaware of the race and gender of the interview participants. The hiring managers

were given a week to choose 10 of the 20 applicants for both the structured interview and the

unstructured interview. Once the hiring managers submitted their choices, analyses were

conducted.

CHAPTER 4: FINDINGS

According to the findings in Table 1, which examined the hiring managers' selections by race and gender for the Unstructured Interview, the white male hiring manager selected the following individuals for hire: two black males, two white males, two black females, and four white females. The black male hiring manager selected the following individuals for hire: two black males, four white males, two black females, and two white females. The black female hiring manager selected the following individuals for hire: two black males, four white males, one black female, and three white females. Finally, the white female hiring manager selected the following individuals for hire: three black males, four white males, two black females, and one white female. In total, the four hiring managers selected sixteen blacks and twenty-four whites as well as twenty-three males and seventeen females.

Table 1 Hiring Managers Decisions Based on the Unstructured Interview

Unstructured Interview

Hiring Manager	Selected for hire			
	Black Male	**White Male**	**Black Female**	**White Female**
Black Male	2	4	2	2
White Male	2	2	2	4
Black Female	2	4	1	3
White Female	3	4	2	1

Following the completion of the hiring decisions, the hiring managers discussed

questions that may have stood out or been taken into higher consideration when making their

respective choices. The consensus what that there were two questions that stood out above all

the others; "Do you always finish what you start?" and "Is it fun to see how much you can get

away with at work?" The hiring participants felt as though all the questions in the Unstructured

Interview were important to some degree, while hiring someone for a company the hiring

participants felt as though someone who can complete tasks and is trustworthy are extremely

important.

According to the findings in Table 2, which examined the hiring managers' selections by

race and gender for the Structured Interview, the white male hiring manager selected the

following individuals for hire: four black males, two white males, one black female, and three

white females. The black male hiring manager selected the following individuals for hire: one

black male, two white males, five black females, and two white females. The black female hiring

manager selected the following individuals for hire: one black male, four white males, three

black females, and two white females. Finally, the white female hiring manager selected the

following individuals: two black males, four white males, one black female, and three white

females. In total the four hiring managers selected eighteen blacks and twenty-two whites of

which twenty were males and twenty were females.

Table 2 Hiring Managers Decisions Based on the Structured Interview

Structured Interview

Hiring Manager	Selected for hire			
	Black Male	**White Male**	**Black Female**	**White Female**
Black Male	1	2	5	2
White Male	4	2	1	3
Black Female	1	4	3	2
White Female	2	4	1	3

After discussing the Structured Interview decisions with the hiring managers it was discovered that more questions were considered essential in making the hiring decisions. Each hiring manager had multiple questions that they felt were important in deciding who to hire. After the hiring manager's decisions were collected, the data was entered into the Statistical Package for Social Sciences for further analysis. The chi-square test was important in analyzing the data because the chi-square test can be used to determine if the findings occurred by chance (Placket 1983).

According to the chi-square test of independence in Table 3, which examined the relationship between the hiring decisions of the Unstructured Interview and Structured Interview in regards to race and gender, there is a statistically significant relationship among the variable of race. In regards to gender, the relationship was found to be insignificant. These

analyses tested to determine if the Unstructured Interview allowed for a more equal amount of

hires across race and/or gender.

There is a statistically significant relationship between the amount of blacks hired in the

Structured Interview and blacks hired in the Unstructured Interview (chi-square (1) = 19.431, p

< 0.05). Of the 40 possible selections by the hiring managers in the Structured, 18 were black.

Out of the 40 possible selections by the hiring managers for the Unstructured Interview, 16

were black. This means that there were two more black applicants selected in the Structured

Interview than in the Unstructured Interview.

Table 3 Chi-Square Analysis between the Structured and Unstructured Interview Selections Across Race and Gender.

<div align="center">Chi-Square Analysis</div>

Hiring Selections	Structured Interview	Unstructured Interview	P-Value
Blacks	16	18	<.05**
Whites	24	22	<.05**
Males	23	20	>.05
Females	17	20	>.05

** Statistically Significant

The relationship between the amount of females hired in the Structured Interview and females hired in the Unstructured Interview is statistically insignificant (Chi-square (1) = 3.600, p> 0.05).

CHAPTER 5: DISCUSSION AND CONCLUSION

Discussion of Findings

The purpose of this study was to determine if the Structured Interview allowed for more testing bias when compared to the Unstructured Interview with regards to race. The study also examined the testing bias of the two interviews in regards to gender as well. The findings of this study are important in that it is a pilot study and can be the ground work of future research. In addition, the findings are also important in helping to allow for true equal opportunity employment in the future.

The main finding of this study was that the Structured Interview had a more equal hiring selection among black and whites. The study also found that there was a more equal hiring rate across gender when using the Structured Interview; however, those findings were not statistically significant. These findings support the notion that job experience, and asking job specific questions may have more to do with the success of an applicant being hired during a job interview as opposed to their trustworthiness or integrity (Delery, Wright, McAllister, and Anderson 1994; Sackett, Burris, & Callahan 1989). The research of Herbert, Bravo, Bitensky, and Voyer (1996) is supported by this study by supporting the idea that there has to be a type of structure in order for the interview to be considered fair. The study also assists in the usefulness of the Chi-square model in this type of research. As previously noted, past research by Scheuneman (1979) argued that the Chi-Square test could not be effective when involved in

hiring selection due to the possibility of the applicants providing wrong answers. However, the

Chi-square test can be used after the hiring person determines whether or not the applicants

responded correctly or incorrectly. The Chi-Square test can be used towards the finalized hiring

decisions and compare different variable such as race and gender.

The findings also support the idea that the evaluation of cognition, judgment and

reasoning are essential in predicting the success of a possible applicant regardless of race and

gender (Huffcut, Roth, & McDaniel 1995). Furthermore, the study supports the research of

Huffcutt, Roth, and McDaniel by suggesting that if perception, judgment, and reasoning are of

high focus while conducting the Structured Interview, then the testing instrument itself can be

a very effective tool. All the attributes can be found in this study due to the hiring managers

time allotted to make their decisions, their background history in management, and their self-

reported reasoning behind the hiring decisions (emphasis on some questions as opposed to

others). These findings indicate that while honesty, integrity, agreeability, and trustworthiness

may have their importance in reference to job hiring and equal employment, employers find

that it is more important to take into consideration the individual who has the most education,

job experience, and overall credentials. This statement is also supported by the hiring managers

themselves, who indicated that when making their decisions using the Structured Interview,

they took more of the questions asked into consideration before making their hiring decisions.

The findings in this study also agree with research conducted by Wiesner and Crenshaw

(1988) who argued that while the Unstructured Interview could be a valuable tool in hiring

decisions, the test itself is poor with regards to its reliability. This finding may help to explain

the hiring managers' remarks about only of couple of questions that stood out to them while

making their hiring decisions. In addition, the questions that stood out varied among each

hiring manager varied from each hiring manager. Finally, the findings also suggest the notion of

false positives (Alliger 2000). The Unstructured Interview responses may have seemed

unrealistic to the hiring managers who may have perceived the responses as disingenuous or

simply telling the hiring manager what "sounded like" an appropriate response whereas the

Structured Interview provided what seemed like more authentic and genuine responses.

Limitations

The most glaring limitation of this study was the fact that the study was designed to

have the hiring managers hire based on the assumption that the applicants had a college

degree when in reality, the sample was derived from an undergraduate introductory course

classroom where none of the participants had actually obtained a college degree yet. This may

have had some effect on the results of the study due to the possibility of some of the

participants lacking knowledge in which obtaining a degree would fulfill. The type of

methodology used for this study can be described as being based on availability. Due to the fact

that the study is a Master's thesis, the amount of resources was limited.   If this research was

repeated, one may want to gather the sample of applicants from a graduate course where an

undergraduate degree is necessary before admittance into the respective area of study.

Another limitation of the study was its sample size. A sample size of twenty students, ten of which were black and the other ten white, is not a substantial amount of participants at a University which consists of approximately forty thousand students. In addition, the sample could have been taken in an actual place of employment where the participants may have had more experience in the interview process. While the findings in this study imply that there is a statistically significant relationship between race and the type of interview method used, the sample is not large enough to where a solid conclusion can be drawn. A replication of this study should include a much larger sample size that includes individuals in a place of employment that requires a bachelor's degree.

The hiring managers themselves also point to limitations in the study. It should be noted that while the hiring managers were experienced in their respective field (thirteen years experience combined), the hiring managers were not formally trained in the area of personnel hiring. Therefore, the selections made by the hiring managers can only have limited implications. Future research should obtain actual hiring managers who have been trained in the field of personnel selection so that the selections made in the study can have more credibility.

The setting in which the interviewees completed the interview can also be seen as a limitation. The participants completed the interviews in a classroom setting with more than one hundred other students surrounding them. Normally, in an interview setting, the applicant is isolated and not around other applicants while completing the interview. In addition, the

amount of time allotted may not have been substantial versus the actual time allowed for an actual applicant to complete an interview. This should be taken into extreme consideration due to the fact that the participants had to complete to different interviews in approximately twenty to twenty-five minutes whereas a normal interview session may use that same amount of time to complete only one style of interview.

Finally, the study was limited to that of black and white participants. Obviously there are more races that should be accounted for. Future research should include more races in the study to determine if the current findings would still remain intact.

<u>Future Research</u>

This pilot study has demonstrated a statistically significant relationship between race and type of testing instrument used during the interview process. Future research should begin by exploring the limitations of this particular study i.e. the small sample size, inexperience of the hiring managers, the setting where the study took place, and the lack of other races.

An example of this would be another Structured Interview versus Unstructured Interview test. In addition to Blacks and Whites; Hispanics and Asians in determining the racial bias within testing instruments during the occupational interview. There would be those four races acting as job applicants, as well as the hiring managers. Due to the addition of races and small sample size used in the previous research, a larger sampling size would be needed. The research may want to have a sample size of approximately one hundred and twenty four.

Therefore, you would have a larger sample size in order to make a more accurate assessment of potential testing bias. The study would involve one hundred job applicants applying for fifty positions for a job requiring a bachelor's degree of some kind. The actual hiring participants should have actual degrees and provide proof of documentation upon request. The hiring applicants' responses could be solicited by providing them with some type of monetary reward, whether it is actual money, prizes, or coupons can be left for the researcher to decide. The job applicants' employment status should not be of concern. The hiring managers who are selected to participate in the study should be actual managers of some kind. The experience that the hiring managers would provide would enhance the validity of the study. To choose hiring managers of different occupational backgrounds is encouraged so that the findings can also explore testing bias across different types of occupations.

The actual method to the study should be done in an actual interview setting (in an office or boardroom). The only difference between the study and a normal interview should be that there is no hiring personnel with whom the applicant is speaking with during the interview; instead, the applicant is given the two interview tests to complete. The hiring participants should be given anywhere from forty-five minutes to an hour in order to complete both tests. It is important to give the participant enough time so that they don't feel hurried, but not so much time that they may lose interest. The sample interviews themselves should maintain approximately ten questions each. More than ten questions may be too much and then fatigue and/or loss of interest could become a factor in the validity of the study. Obviously, this project

will require substantial funding. In addition, due to the projected difficulty of gathering one hundred participants, the study would take approximately six months to complete. The type of study proposed would address the limitations that were presented in this current study. By addressing these limitations, research in this area could move forward based on more grounded and substantiated research.

After the limitations have been addressed, future research should look at other types of Unstructured Interview methods and pit them against the Structured Interview method to determine if the same results will show. Future research should also take to into consideration different age ranges across race and gender. The final area of research will then take all the data collected and begin to apply them to a real world setting. If more effective efforts can be discovered involving testing bias, then people of all races and gender could potentially have a truly equal opportunity to obtain an occupation of their choice.

APPENDIX A: CONSENT FORMS

INFORMED CONSENT FORM (H.M.)

The person doing this research is Brandon C. Presley of the Sociology Department at the University of Central Florida.

Because the researcher is a graduate student, he is being guided by Dr. John Lynxwiler, a UCF faculty supervisor in the Department of Sociology. For any questions or concerns, Dr. Lynxwiler can be reached via email at jlynxwil@mail.ucf.edu.

Please read this consent document carefully before you decide to participate in

this study. All participants must be 18 years of age or older.

Title: Testing Bias in the Occupational Interview

Purpose of the study: The purpose of this study is to determine the possibility of the

occupational interview utilizes tests that prove to be bias towards one particular race or

another.

What will be asked of you in this study: You will be acting as a "hiring manager". You will be

responsible for determining who you feel qualifies for the occupational positions based on the

responses given on the two tests. To read through the interviews and determine those who you

feel are the most qualified for employment should take no longer 2 hours.

Risks: There are no expected risks for taking part in this study. You do not have to answer

every question or complete every task. You will not lose any benefits if you skip questions or

tasks. The researcher will be present and available to contact if you any questions or problems

in regards to participation in this study.

Benefits: This study is a pilot study and can be considered the first step in the possibility of extensive research regarding testing bias in the occupational employment interview.

Confidentiality: Your responses will be kept private by the researcher. An identification number will be assigned to each corresponding test that is submitted. Only that number will appear to anyone else who may see the responses. Your name will not be used in any report.

Voluntary Participation: Your participation in this study is completely voluntary. If this study brings back any unpleasant memories you are free to leave any question blank, or discontinue participation at any time. You have the right to withdraw your participation at any time without consequence. By indicating your race and gender, you are allowing for your responses to be used in this study.

Study contact for questions about the study or to report a problem:

Brandon Presley, Graduate Student, Sociology Program, College of Sciences, or Dr. John Lynxwiler, Faculty Supervisor, Department of Sociology by email at jlynxwil@mail.ucf.edu.

*Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board. Questions or concerns about research participants' rights may be directed to the UCF IRB office, University of Central Florida, Officer of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, Fl 32826-3246, or by campus mail 32816-0150. The hours of operation are 8:00 am until 5:00 pm, Monday

through Friday except on University of Central Florida official holidays. The telephone numbers

are (407) 823-2901.

INFORMED CONSENT FORM

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Please read this consent document carefully before you decide to participate in

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Title: Testing Bias in the Occupational Interview

Purpose of the study: The purpose of this study is to determine the possibility of the

occupational interview utilizes tests that prove to be bias towards one particular race or

another.

What will be asked of you in this study: You will be asked to complete two different

occupational interview tests. The tests will ask you questions that you may have come across

during an actual interview for employment. It is asked that you answer the questions and

explain you responses in the lines below. To fill out both interview tests should take no more

than fifteen minutes.

Risks: There are no expected risks for taking part in this study. You do not have to answer every question or complete every task. You will not lose any benefits if you skip questions or tasks. You do not have to answer any questions that make you feel uncomfortable.

Some questions may have you admit to culturally immoral practices (stealing, lying, etc.)

however, the tests are strictly confidential. In addition, this study is not intended to be

submitted directly to any employer for the purposes of hiring and/or recruiting. The researcher

will be present and available to contact if you any questions or problems in regards to participation in this study.

Benefits: This study is a pilot study and can be considered the first step in the possibility of extensive research regarding testing bias in the occupational employment interview.

Confidentiality: Your responses will be kept private by the researcher. An identification number will be assigned to each corresponding test that is submitted. Only that number will appear to anyone else who may see the responses. Your name will not be used in any report. This study is anonymous. That means that no one, not even the researcher will know that the information you gave came from you.

Voluntary Participation: Your participation in this study is completely voluntary. If this study brings back any unpleasant memories you are free to leave any question blank, or discontinue participation at any time. You have the right to withdraw your participation at any time without consequence. By indicating your race and gender, you are allowing for your responses to be used in this study.

Study contact for questions about the study or to report a problem:

Brandon Presley, Graduate Student, Sociology Program, College of Sciences, or Dr. John Lynxwiler, Faculty Supervisor, Department of Sociology by email at jlynxwil@mail.ucf.edu.

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of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, Fl 32826-3246,

or by campus mail 32816-0150. The hours of operation are 8:00 am until 5:00 pm, Monday

through Friday except on University of Central Florida official holidays. The telephone numbers

are (407) 823-2901.

APPENDIX B: INTERVIEW TESTS

INTERVIEW TEST ONE

Please answer each question and explain your answer in the space provided. Please try to be as detailed within the allowed space.

1. Do you agree with his statement? "Some of my friends are a little honest. But I do not put them down". _____

   _____

   _____

   _____

   _____

2. Would you return money to if a clerk gave you too much change? Explain._____

   _____

   _____

   _____

   _____

   _____

3. Is it all right to bend rules as long as it does not become a habit? Explain. _____

   _____

   _____

_____

_____

_____

4. Is it all right for employees to use a sick day for reasons other than illness? Explain your

   answer. _____

   _____

   _____

   _____

   _____

5. Have you ever hurt anyone's feelings? Explain. _____

   _____

   _____

   _____

   _____

   _____

6. Do you always finish what you start? Explain why or why not. _____

   _____

   _____

   _____

_____

_____

7. Would you ever help a friend out by letting him/her have your employee discount

   without approval? Explain. _____

   _____

   _____

   _____

   _____

   _____

8. Would most employees steal if they would not get caught? Explain. _____

   _____

   _____

   _____

   _____

   _____

9. When there are no opportunities to advance in a company, do employees turn to

   stealing and/or giving less effort? Explain. _____

   _____

   _____

   _____

_____

_____

10. Is it fun to see how much you can get away with at work? Explain. _____

_____

_____

_____

_____

_____

INTERVIEW TEST TWO

Please answer each question and explain your answer in the space provided. Please try to be as detailed within the allowed space.

1. Describe a situation where you played a role in making a change within your last place of employment. Explain. _____

   _____

   _____

   _____

   _____

2. What have you learned from mistakes on the job? Explain._____

   _____

   _____

   _____

_____

_____

3. Describe how your previous supervisors would describe your work ethic? _____

_____

_____

_____

_____

_____

4. Explain how you would be an asset to this organization? _____

_____

_____

_____

_____

5. Other than money, what rewards, benefits, or work situations are important to you?

   Explain. _____

_____

_____

_____

_____

6. If you had the authority or power, what would you change about your last position?

    Explain. _____

    _____

    _____

    _____

    _____

7. In depth, tell me about your ability to work under pressure. _____

    _____

    _____

    _____

    _____

    _____

8. What motivates you to do your best on a job? Explain. _____

    _____

    _____

    _____

    _____

    _____

9. What qualities do you look for in a boss? Explain. _____

    _____

_____

_____

_____

_____

10. In depth, tell me about the most fun you have had on a job. Explain. _____

_____

_____

_____

_____

_____

RACE:_____

GENDER:_____

APPENDIX C: IRB FORM

From : **UCF Institutional Review Board**
FWA00000351, Exp. 10/8/11, IRB00001138

To : **Brandon C. Presley**

Date : **January 15, 2009**

IRB Number: **SBE-09-05986**

Study Title: **Testing Bias in the Occupational Interview: A Pilot Study on Racial Discrimination**

Dear Researcher:

Your research protocol noted above was approved by **expedited** review by the UCF IRB Vice-chair on 1/15/2009. **The expiration date is 1/14/2010.** Your study was determined to be minimal risk for human subjects and expeditable per federal regulations, 45 CFR 46.110. The category for which this study qualifies as expeditable research is as follows:

> 7. Research on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

A **waiver of documentation of consent** has been approved for all subjects. Participants do not have to sign a consent form, but the IRB requires that you give participants a copy of the IRB-approved consent form, letter, information sheet, or statement of voluntary consent at the top of the survey.
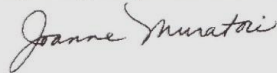
All data, which may include signed consent form documents, must be retained in a locked file cabinet for a minimum of three years (six if HIPAA applies) past the completion of this research. Any links to the identification of participants should be maintained on a password-protected computer if electronic information is used. Additional requirements may be imposed by your funding agency, your department, or other entities. Access to data is limited to authorized individuals listed as key study personnel.

To continue this research beyond the expiration date, a Continuing Review Form must be submitted 2 – 4 weeks prior to the expiration date. Advise the IRB if you receive a subpoena for the release of this information, or if a breach of confidentiality occurs. Also report any unanticipated problems or serious adverse events (within 5 working days). Do not make changes to the protocol methodology or consent form before obtaining IRB approval. Changes can be submitted for IRB review using the Addendum/Modification Request Form. An Addendum/Modification Request Form **cannot** be used to extend the approval period of a study. All forms may be completed and submitted online at http://iris.research.ucf.edu .

Failure to provide a continuing review report could lead to study suspension, a loss of funding and/or publication possibilities, or reporting of noncompliance to sponsors or funding agencies. The IRB maintains the authority under 45 CFR 46.110(e) to observe or have a third party observe the consent process and the research.

On behalf of Tracy Dietz, Ph.D., UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 01/15/2009 04:53:01 PM EST

IRB Coordinator

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