

Understanding Interviewee Behavior and Factors Affecting Performance in Interview

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Abstract – The aim of this paper is present a theoretical model of interviewee behavior and interviewee performance in selection interviews. This model positions they made of interviewee behavior as a valuable mediating variable between interviewee properties and interviewer judgment. The model includes the sets of behavioral and some factors that may increase interviewee performance, interviewer judgment, or both (interviewer – interviewee dynamics), model promotes a basic term in the way we think about employment interviews, from a focus on interviewer selection grading to a focus on interviewee performance. The factors as like culture and interview specific and self-impact. While receiving little meditation in current literature, take on higher value when viewed through the lens of interviewee performance. The number of passage for future research is presented, which we hope will encourage future research in this area.

Keywords – Factors Affecting Performance of Interviewee, Interviewee Behavior, Model of Interviewee Performance, Performance of Interviewee.

I. INTRODUCTION

This research paper calls for a basic shift in the way we think about employment interviews, interviewee's behavior and factor affecting performance. *As with employment performance the individual differences may affect what interviewees say and do. Furthermore, individual differences and candidate behavior factors can impact how interviewers rate that performance. Similar to the construct of job performance, interviewee performance reflects what candidates actually say and do. A positive interviewer style, for instance, can provide positive reinforcement and help candidates more effectively present their job qualifications.* Conversely, negative pre-interview impressions can cause interviewers to treat candidates less favorably, which would make it more challenging for them to present their qualifications.

We group these properties under the label core candidate qualifications in Fig.1, these properties reflect what interviewees know, what they can do, and how much effort they are willing to expend, respectively [1]. Specifically, the factors in the model intertwine in a complex “give and take” pattern, and interviewee performance can be thought of as the cumulative result or sum of these impacts. Further, the same cumulate result can be reach at through a very different combination of factors. By identify and measuring these impacting factors, it may be possible to judge interviewee performance more directly.

However, despite decades of research, we know surprisingly little about the factors that influence how interviewees perform in employment interviews, and in turn how that performance is translated into and/or associated with ratings made by the interviewer. The primary cues for this lack of understanding are that research has tended to focus

on characteristics of interviewer grading. The interviewer grading or rating as like their reliability, criterion-related validity, subgroup differences, and bivariate associations with measures of constructs such as mental ability.

Finally, viewing interviewee performance as a overall sum of impacting factors proposed considerable forceful for advancing the practice of employment interviews. From the candidates' perspective, it may be possible to modify the interview process to facilitate presentation of their qualifications. Conversely, procedures could be instituted to address factors that may prevent the performance of some candidates, such as giving curious candidates more time in the organizational environment before the actual interview. In short, such a view point promotes consideration of the interview as a holistic process rather than just the asking of questions and the rating of responses.

II. LITERATURE REVIEW

Several researches have shown that raising the structure of picking interviews helps to increase their psychometric character (Huffcutts & Arthur 1994; McDaniel 1994; Small & Taylor 2002). Structure has been defined as “the value of prudence that an interviewer is permitted in conducting the interview” (Huffcutt & Arthur 1994). The current research has explained various possible explanations, including the standardization of the questions that are asked, the manner in which interviewees' answers are scored, and the potential overlap of the interviewee behavior with perceptual capability (Maurer & Latham 1999; Roth & Huffcutt 2013). The job interview continues to be a centerpiece of employee selection, next to resumes and application blanks, the interview may be the most generally used technique for judging job interviewees. Now we look at an advanced clarification that shifts the focus onto the interactive behavior of the interview performance. Especially, it has been debated that interviewees' Ability to Identify Criteria (Kleinmann 2011; Klehe 2007; Melchers et al. 2009). Hence their ability to cognize which dimensions the interviewers finds to evaluate, can affect their performance in the interview. Also it has been debated that this ability is important not only in the interview and other selection procedures such as assessment centers, but on the job as well (Jansen 2013). The present study for research provides conceptual insights into why behavioral interviews predict performance. Thereby, it adds to the recent research focus on the interactive nature of interviews by contributing empirical evidence on whether individual differences in reading situational demands are important for both interviewees' performance in the behavioral interviews and on the job, for practice, this knowledge may enable organizations to design selection interviews



that better assess interviewees' job-relevant individual or personal differences [2].

Case history of the core interviewee's qualifications includes more general properties such as personality, mental ability, experience, goals and interests. We group these antecedents under the label General Attributes. However, interviewees do not always present their core interviewees qualifications and general properties accurately or completely as shown in Fig.1, there are five sets of factors that can impact interviewee performance over and above the core interviewee's qualifications and general properties of the interviewees. Three of these sets (Interviewer-interviewee dynamics, Interviewee state influences, and Supplemental preparation) pertain somewhat directly to the capability of interviewees to handle the interpersonal and personal presentation aspects of an interview, and span various influences including state of mind, the interviewer and prior dealings with interviews. A fourth set, Interview design opinion, identifies factors pertaining to the format of the interview. The final set, Demographic/personal characteristics, includes interviewee properties that should not directly influence their capability to present their qualifications but in reality can. For instance, structuring the method of scoring responses can improve the correspondence between interviewee performance and interviewer ratings, whereas candidate attractiveness has the potential to drive them further apart.

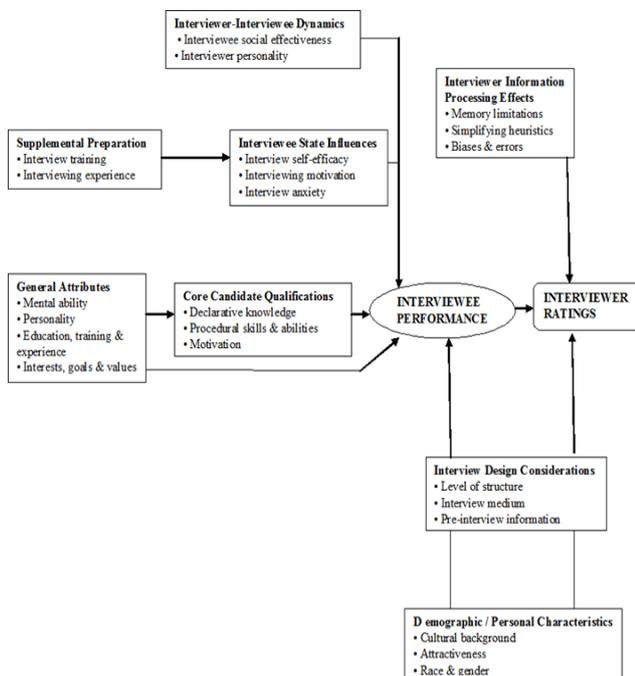


Fig. 1. Model of interviewee performance as a mediating construct between candidate attributes and interviewer ratings.

III. FACTOR AFFECTING PERFORMANCE OF INTERVIEWEE IN INTERVIEW

Interviewer Characteristics

There are many differences about interviewers that may affect how well they conduct an interview and make deci-

sions about interviewee. A few of them are how much experience they have as an interviewer, their personality, and intelligence. To date, it is not clear how experience affects the results of interviews. In some cases, prior experience as an interviewer leads them to use more of the information provided by the interviewee to decide if an interviewee is right for the job intelligence. In other cases, the experience of the interviewer did not help them make more accurate decisions [3]. A factor for the various results could be the type of experience the interviewer had. Also the other differences such as personality or intelligence in the interviewer could be a reason why results vary. The mental ability of interviewers may play a role in how good they are as interviewers. Higher spiritual ability is grandly because during the interview, a lot of information needs to be processed what the interviewee said, what they meant and what it means for how they can do the job etc. Research has shown that higher in general mental ability were more accurate when judging the personality of others. Also, interviewers who have higher social intelligence and emotional intelligence seem to do a better job of understanding how an interviewee behaves in an interview and what that means for how they will act once on the job. The personality of the interviewer may also affect the ratings they give interviewees. There are many ways that personality and social skills can impact one's ability to be a good judge or interviewer. Some of the exclusive social skills good judges display are fervency, interest in attaching with others, and eye contact. Interviewers who display warm behaviors, such as smiling and leaning toward the applicant, are rated more positively than those who don't act this way or show cold behaviors. Interviewers who select to join with others also tend to judge interviewee more accurately. It is likely that these people are using information from their own personalities as well as how they see people in general to help them be more accurate.

Interview Structure Issues

As discussed previously, interviews with more structure are considered best practice, as they tend to result in much better decisions about who will be a good performing interviewee than interviews with less structure. Structure in an interview can be compared to the standardization of a typical paper and pencil test: It would be considered unjustifiable if each test taker were given different questions and a different number of questions on an exam and if their answers were each graded differently. However this is exactly what occurs in an unstructured interview; interviewers decide the number and content of questions, rate responses using whatever strategy they want and may score some interviewee more harshly than others. Thus, interviewers who don't consider at least a moderate amount of structure may make it hard for an organization's interview to effectively select candidates that best fit the work needs of the organization.

Interviewer Rating Reliability

In terms of reliability, meta-analytic results provided evidence that interviews can have acceptable levels of interrater reliability, or consistent ratings across



interviewer's interrater reliability when a structured panel interview is used.

Interviewee Reactions

Interviewee reactions to the interview process include specific factors such as; fairness, emotional responses, and attitudes toward the interviewer or the organization. Even the applicant's feeling of the interview process may not impact the interviewer(s) ability to distinguish between individuals' suitability and applicants reactions are important as those who react negatively to the selection process are more likely to roll back from the selection process. They are less likely to accept a job offer, apply on future occasions or to speak highly of the organization to others and to be a customer of that business Compared to other selection methods, such as personality or cognitive ability tests, interviewee, from different cultures may have positive opinions about interviews. Interview design can influence interviewee' positive and negative reactions, though research findings on applicants preferences for structured compared to unstructured interviews appear contradictory. Interviewee's negative reactions to structured interviews may be diminished by providing information about the job and organization. Providing interview questions to interviewee before the interview, or telling them how their answers will be evaluated, are also received positively.

Types of Questions

The type of questions asked can affect interviewee reactions. General questions are viewed more positively than situational or behavioral questions and 'puzzle' interview questions may be perceived as negative being perceived unrelated to the job, unfair, or unclear how to answer. Using questions that discriminating unfairly in law unsurprisingly are viewed negatively with interviewee less likely to accept a job offer, or to recommend the organization to others. Few of the questions and anxieties on the mind of the hiring interviewer comprise:

1. Does this person have the skills I need to get the job done?
2. Will he or she fit in with the department or team?
3. Can I manage this person?
4. Does this person demonstrate honesty, integrity, and a good work ethic?
5. What motivates this person?
6. Do I like this person, and will he or she get along with others?
7. Will he or she focus on tasks and stick to the job until it is done?
8. Will this person perform up to the level the company requires for success?

A sample of intention behind questions asked for understanding observable responses, displayed character, and underlying motivation:

9. What did the candidate really do in this job?
10. What role did he or she play, supportive or leading?
11. How much influence did the candidate exert on the outcomes of projects?
12. How did the candidate handle problems that came up?
13. How does this candidate come across?

14. How serious is the candidate about his or her career and this job?
15. Is he or she bright and likable?
16. Did the candidate prepare for this interview?
17. Is the candidate being forthright with information?
18. Does this person communicate well in a somewhat stressful face-to-face conversation?
19. Does the candidate stay focused on the question asked or ramble along?
20. Did the candidate exhibit good judgment in the career moves he or she made?
21. Did the candidate grow in his or her job and take on more responsibilities over time or merely do the same thing repeatedly?
22. Did the candidate demonstrate leadership, integrity, and effective communications, teamwork, and persuasion skills (among others)?

Interview Anxiety

Interview anxiety refers to having unpleasant feelings before or during a job interview. It also reflects the fear of partaking in an interview. Job interviewee may feel this increased sense of anxiety because they have little to no control over the interview process. It could also be since they have to speak with an unknown. Due to this fear, anxious candidates display certain behaviors or traits that signal to the interviewer that they are anxious. Examples of such behaviors include frequent pauses, speaking more slowly than usual, and biting or licking of lips. Research has identified five dimensions of interview anxiety: communication anxiety, social anxiety, performance anxiety, behavioral anxiety and appearance anxiety. Further research shows that both the interviewer and interviewee agree that speaking slowly is a clear sign of interview anxiety. However, they do not agree on other anxiety indicators such as frequent pauses and biting or licking of lips. Trait judgments are also related to interview anxiety and can affect interviewer perceptions of anxiety. Low assertiveness has been identified as the key characteristics related to interview anxiety. Thus, the most important indicators of interview anxiety are slow speech rate and low assertiveness. Another issue in interview anxiety is gender differences. Although females report being more anxious than males in interviews, their anxiety is not as readily detected as that for males. This can be explained by the Sex-Linked Anxiety Coping Theory (SCT). This theory suggests that females cope better than males when they are anxious in interviews. The 'friendliness' of the interviewer may be balanced to fairness of the procedure and improve the likelihood of accepting a job offer and face-to-face interviews compared to video conferencing and telephone interviews. In video conferencing interviews the feeling of the interviewer may be seen as less personable, strong and adequate.

Implications for Applicants

Whether anxieties come from individual differences or from the interview setting, they have important costs for job candidates. These include: limiting effective communication and display of future potential reducing interview performance and evaluation despite potential fit for the job and reducing the chance of a second interview compared

to less anxious individuals. Speaking slowly and low assertiveness have the strongest negative impact on perceptions of interview anxiety. Hereby interviewees who experience anxiety in interviews should try to show affirmative behaviors such as being effective, professional, hopeful and careful and guaranteed in addition, they should speak at a logical pace that is not unusually slow.

IV. CONCLUSIONS

This research paper focuses on employment interviews, interviewee's behavior and factor affecting performance. Until focuses on interviewer ratings are natural given that they are result of the interview processes and there are limits as to how much we can learn from that focus. We suggest that sustained progression will require a new focus on Interviewee performance, a central mediating variable between candidate properties and interviewer ratings.

By the performance appraisal literature, it is widely distinguished that interviewer ratings are often incomplete reflections of actual employment performance (e.g., there tends to be only moderate correspondence between assessments of the same employees by different interviewers). The employment performance construct represents the actual actions and behaviors of employees with interviewer ratings being the succeeding evaluation of those actions and behaviors. Interviewee performance limits multiple domains, including verbal and nonverbal actions. A key offer of our model is that some factors may attend to invigorate interviewee performance, whereas other factors may serve to stop it. For instance, these factors could be entered into a regression equation to help explain the difference between independent ratings of candidate qualifications and ratings by the interviewer.

A focus on interviewer ratings or grading, while disclose many important and useful insights, tends to overlook the potentially complex cause-and-effect chains that precede these ratings. In particular, there are myriad individual differences that may influence the capability of interviewees to present their qualifications, a number of which have received only marginal attention in the literature or have been overlooked entirely. Further, there are situational and interactive factors that can influence how interviewees perform, such as interview medium and interviewer personality [4].

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