

An Experimental Examination of the Rating Differences Between Video Based and
Audio Based Role-Play Methods

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ABSTRACT

This study explored the use of technology in assessment centers, further exploring perceptions of participants regarding presentation methods, and attempted to determine differences in how assessors might rate candidates' performance in a role-play simulation. This study examined differences in ratings of performance on two dimensions (Communication and Persuasion) in a role-play simulation using different methods of communication (audio-only vs. video). All participants accessed the study via an online survey. According to repeated measures ANOVA analysis, no significant differences were found between the ratings of communication or persuasion across the two role-play methods. However, this study found that overall participants gave higher ratings of fairness to video (face-to-face) over telephone role-plays. The results of this study provide valuable insight on how technology can influence the ratings of performance in role-play scenarios. This study shows the need for further exploration of the idea of technology method equivalence in the role-play setting.

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CHAPTER I: INTRODUCTION AND LITERATURE REVIEW

An essential function of any organization is to attract and hire the best talent possible. Organizations use a wide variety of methods to determine the best candidate, and these methods are becoming progressively diverse with the incorporation of technology into current systems. Organizations are using advancements in technology such as telephone interviews, video-based interviews, internet-based assessments, and virtual reality scenarios to attract, select, and hire the best candidates (Anderson, 2003; Collins et. al, 2013, April). These technological advances are increasing at a rapid pace, and organizations are trying to implement them as quickly as possible to alleviate operational costs, increase organizational communication, and reach previously hard to reach - if not unattainable - applicants. While the speed of research is having difficulties keeping up with the pace of technological advancements, research has begun to explore the relationships between fundamental selection procedures and technology mediated methods.

According to Anderson (2003), three main research themes have become apparent in the application of technology to selection: applicant preferences and reactions, equivalence of processes, and potential for adverse impact. Applicant reactions and preferences refer to the perceptions of the technology used in interviewing procedures (Anderson, 2003). Anderson defines equivalence as determining if new technology produces the same quantity and quality of applicants as traditional methods. The third theme relates to the role technology might play in adverse impact - a discriminatory action that disproportionately affects a person or group of people based on race, color,

religion, national origin, or gender (Anderson, 2003). Although Anderson attempted to advance understanding of the current themes in the literature, future research is still needed to decipher these technological advancements and their place in the organization. Many organizations are using these advancements to save time, money, or reach people across the planet, but these new methods are often not subject to any type of rigorous validation process. In particular, the application of technology to assessment centers is an area in where the practice is far ahead of the research.

Assessment Centers

Since their development in the 1950s, the assessment center (AC) has remained a popular topic in research and in organizations. Although AC practices can vary from center to center, most are comprised of a series of independent measures that may include cognitive ability tests, personality inventories, structured interviews, leaderless group discussions, in-basket simulations, situational judgment tests, 360-degree feedback reviews, and various role-play scenarios (Bray & Grant, 1966; Lievens, & Thornton, 2005; Schmidt & Hunter, 1998). ACs have remained popular because of their criterion and content validity. Some organizations, however, are hesitant to use ACs because they are often more expensive and time consuming than alternative methods (Lievens, & Thornton, 2005; Thornton, Murphy, Everst, & Hoffman, 2000). AC research has also become prevalent in the international community in recent years (Jackson, Stillman, & Atkins, 2005; Krause, Rossberger, Dowdeswell, Venter, & Joubert, 2011; Mabey, 2008; Ryan, McFarland, Baron, & Page, 1999). The widespread use of AC methods along with the application of technology into AC process warrants a careful examination of both

contemporary and fundamental practices. This study will further the research on technology in ACs posited by Anderson (2003), Chapman, Uggerslev, & Webster (2003) and Denunzio, Marira, & Collins, (2012).

Historical Context of Assessment Centers

When ACs were first developed, paper and pencil tests, hand-written notes, and, face-to-face interviews were commonplace. As evaluation methods and technology have developed, so have the incorporation of these technologies into exercises within ACs. These technological developments included the telephone, computer, and the World Wide Web. More recently, the ability to have real time video conversations via internet webcam applications has become more common.

As noted earlier, practitioners value ACs because they provide decision-making information for selection, development, promotion, training needs, and talent identification (Eurich, Krause, Cigularov, & Thornton, 2009; Spsychalski et al., 1997; Tillman, 1998). According to Bender (1973) and Spsychalski et al. (1997), there is no such thing as a “typical” AC, and AC practices can vary significantly from one another. ACs can vary from center to center, but most centers utilize many (if not most) of the same essential processes or measures (Bray & Grant, 1966; Lievens, & Thornton, 2005; Schmidt & Hunter, 1998). For full review of assessment center guidelines, the reader is referred to the Assessment Center Guidelines (International Task Force on Assessment Center Guidelines, 2009). Information acquired through these independent processes and measures (e.g., cognitive ability tests, personality inventories, structured interviews, in-basket simulations, situational judgment tests, 360-degree feedback reviews, etc.) allows

assessors to evaluate participants and determine their strengths, weaknesses, and competence.

The goal, purpose, and type of desired information all drive the appropriate processes and measures for that assessment center. If the assessment center's purpose is for selection, then the most appropriate process or measures would be relevant to selection procedures (e.g., structured interviews, work samples, cognitive ability tests, personality inventories, structured interviews). If the AC is being used for performance management, then 360-degree feedback reviews could be appropriate. Whatever the AC's purpose, it must accurately reflect the position or job. Employers use information gained during ACs along with recommendations from the assessors to make business decisions that can have long lasting effects for the employee and the organization. Thus, ACs can be described as a method for measuring a variety of constructs (Arthur et al., 2003).

One significant benefit of assessment centers is that ACs can provide organizations with a tool for determining future performance by placing employees in situational simulations that mimic business environments. ACs that effectively do so can produce both criterion and content validity. (Arthur et al., 2003; Lievens, & Thornton, 2005; Meriac et al., 2008; Rupp et al. 2006). Criterion validity refers to how well a variable predicts the outcome of the measure or how well the measure predicts performance on the job. For example, employee selection focuses on determining the best candidate for the position based on knowledge, skills, and abilities, and the objective of ACs is to predict which candidate will be the best fit for the position. ACs with high criterion validity produce results that correspond with improved performance.

Content validity refers to the degree to which a measure embodies every aspect of what it is measuring (i.e. Does a selection test measure the knowledge, skills, and abilities to perform effectively?) and the extent to which those attributes are related to the job (Meriac et al., 2008; Arthur et al., 2003). A selection test that measures only knowledge needed to perform the job may not be considered as valid as an assessment center that effectively assessed the knowledge, skills and abilities needed to effectively perform the job. Even when ACs have well-developed content and criterion validity, they may have diminished levels of construct validity (Meriac et al., 2008). Construct validity refers to the degree to which an observation or measure accurately represents the construct in question (Meriac et al., 2008). Psychological research argues the lack of methodical construct definition and the inability to represent these constructs in the AC may be the contributing factor to low levels of AC dimension construct-related validity (Arthur et al., 2003). According to Meriac et al., (2008), ACs are often justified because of the incremental criterion validity over cognitive ability and personality in job performance. Meriac et al., goes on to say that dimensions of ACs can predict job performance beyond other commonly used predictors. ACs have well-established content and criterion validity, and yield incremental validity in job performance. The validity of these measures provides support for the continued use and development of ACs and helps to provide justification for the increased cost ACs ensue.

Although there is a moderate amount of research that exists on the introduction of technology to ACs (Bobrow & Schulz, 2002; Gephart, 2002; Lievens, 1999), few studies have explored technological advancements and performance in role-play scenarios, more specifically the relationship between performance and the ratings of performance

(Murphy, 2008). Current research predominantly pertains to applicants perceptions of their experience during a scenario or AC (Anderson, 2003; Bauer et al., 2004; Chapman et al., 2003; Silvester & Anderson, 2003). According to Stu Crandell of PDI Ninth House, more research is needed to investigate the use of technology in ACs if we are to understand the impact of technology in assessment centers (Crandell, 2013). There is a need for empirical investigations of the impact (positive or negative) that current ACs practices (high tech and low tech) may have on the resulting employment decisions (Crandell, 2013).

ACs are evolving in numerous ways. Recent research has examined new trends such as assessing non-managerial jobs (Eurich et al., 2009). Recent studies of AC practices have explored how AC dimensions are measured, and the appropriateness of these measurements (Zysberg, 2012), the usefulness of various assessment exercises (Krajewski, Goffin, Rothstein, & Johnston, 2007), the effectiveness of developmental centers (Eurich et al., 2009), and the use of technology in ACs (Denunzio, Marira, & Collins, 2012; Lehman, Hudson, Appley, Sheehan, & Slevin, 2011). ACs have come a long way since their creation in the 1950s and are continually incorporating advancements in technology into all measures conducted in ACs (Eurich et al., 2009; Lievens, & Thornton, 2005). According to Gephart (2002), technology is being increasingly incorporated into new aspects of organizations. For ACs to retain their content and criterion related validity and be a viable option for business, ACs must utilize technology to remain relevant to the workplace (Gephart, 2002).

Role-Play Scenarios

Some common AC practices include leaderless group discussions, cognitive ability tests, personality inventories, structured interviews, in-basket simulations, situational judgment tests, 360-degree feedback reviews, and various role-play scenarios. According to Kaman and Bentson (1988), a role-play is a simulated situation in which an employee is allowed to interact with an actor as they would in a “real life” workplace interaction and can consist of numerous combinations (multiple role-players, leader meetings, group meetings, interviews). These simulations often represent significant characteristics of the job and can be standardized to create a content valid measure of performance (Kaman & Bentson, 1988). Role-play simulations are commonly used in ACs (Lievens, 1999). Approximately 76% of organizations, which conduct ACs use, role-play scenarios (Eurich et al., 2009). Duplicating actual workplace situations are often very difficult, but role-play scenarios incorporate several critical aspects of these situations, thus becoming a close representation of the workplace (Kaman & Bentson, 1988).

The present study focused on the technological advancements that are affecting a specific AC exercise (i.e. the role-play). Since ACs were initially developed, technology has progressed steadily in organizations, and the content of ACs has tried to evolve and match this technological progression. Research, however, is struggling to keep up with these technological advancements and the impact they may be having on AC methods and decisions made from AC findings. For the purpose of this study, researchers created modified role-play scenarios designed to investigate the role technology plays in AC role-plays.

While other aspects of ACs (interviews, cognitive ability tests, personality measures, in-basket simulations, etc.) are of importance and deserving of scientific scrutiny, the application of technology to role-play simulations has not received much attention. Role-play simulations can occur face-to-face or via telephone and may involve interactions with a confederate playing the role of a customer, co-worker, subordinate, boss, etc. Role-play simulations may vary from one AC to another but the fundamental aspects of rating the participant's behaviors are universal (Robie et al., 2000; Thornton & Rupp, 2004). After the completion of each simulation, assessors evaluate the performance of the participant based on the behaviors observed in that simulation.

The Importance of Assessors

Assessors observe, evaluate, and rate the performance of the AC participants as they participate in the role-play simulation. It is the assessors' observation and ratings which are the predictors for criterion related validity studies and the source of the variance in construct related validity studies. The role of assessors and their ratings in AC measures are, therefore, invaluable. Some researchers have shown a preference for having assessors observe participants interacting with trained role-players in live scenarios (Goldstein, Yusko, Braverman, Smith, & Chung, 1998; McFarland, Yun, Harold, Viera, & Moore, 2005). Other ACs, however, record the candidate interacting with the role-play confederate and have assessors provide ratings after the fact. Doing so allows assessors to remotely evaluate candidate performance with little to no impact on results, because previous research has found that the assessor may not attend to some relevant behaviors exhibited by the participant during a live role-play simulation (Birkeland, Borman & Brannick, 2001).

The flexibility provided by recording AC role-plays and having them rated by assessors remotely later is significant. The process, however, is relatively new and has not been thoroughly investigated to determine the impact that the communication media may have on the performance ratings provided by assessors. Specifically, in telephone based role-play scenarios, assessors must evaluate the candidate based solely on the audio recording of the interaction, while in face-to-face role-play scenarios, assessors can evaluate the candidate based on the video (and audio) recording. The degree to which applicants' performance might be rated differently in the two types of media (audio-only vs. video) has not been examined.

Media Characteristics

Several researchers have proposed key features of media that can influence social interactions in regards to technology (Chapman & Webster, 2001; Daft, & Lengel, 1986; Hinds & Keisler, 1999; Kraut, Galegher, Fish, & Chalfonte, 1992; Rice, 1993; Short, Williams, & Christie, 1976; Webster & Hackley, 1997). A primary feature of communication media that can affect interpersonal interactions is known as bandwidth (Straus, Miles, & Levesque, 2001) or media richness (Chapman & Webster, 2001). Bandwidth and media richness refer to the capacity of a presentation method to transmit cues both verbally and non-verbally (Chapman & Webster, 2001; Straus et al., 2001). To minimize confusion with commonly used technology vernacular (i.e. bandwidth), Chapman and Webster's term of media richness will be used. The most media rich real-time communication medium (i.e., face-to-face interactions), allows for the most transfer of visual and auditory cues whereas telephone interactions allow a lesser degree of media richness.

Synchrony is the second key feature that can influence interactions (Straus et al., 2001). Straus et al., (2001) define synchrony as potential rate of information exchange and the ability to adjust messages in response to signals from the person with whom you are interacting. More simply, it can be thought of as the amount of delay in communication. Face-to-face, interactions are highly synchronous, whereas telephone interactions can be less synchronous due to data transfer speeds, audio distortions and interference, dropped calls, and lack of visual cues. Synchrony often effects cues the listener sends to the speaker that shows they are paying attention and lets the speaker know when they can continue (Straus et al., 2001). The cues are commonly referred as back-channel communication and often include eye contact, “uh-huh’s”, non-verbal cues, facial expression, and head nods (Duncan, 1974). Delays in communication can add pressure on the interaction by increasing levels of discomfort, fears of verbal inadequacies, resulting in inadequate impressions and lower performance ratings (Straus et al., 2001).

Telephone Communication

The introduction of the telephone interviews to the business landscape changed some industries overnight. Telephones increased the ability to communicate quickly, cheaply, and across long distances. Businesses increasingly use telephones to combat interviewing costs in an ever-increasing global market. In relation to business use, ACs quickly adapted the use of telephones to mimic real world scenarios. The telephone introduced new aspects to AC evaluations. ACs began using voicemail and phone interaction particularly with in-basket exercises, but ACs also began using telephones in role-play situations (Bauer, Truxillo, Paronto, Weekley, & Campion, 2004; Silvester,

Anderson, Haddleton, Cunningham-Snell, & Gibb, 2000). Telephones have become one of the most frequent methods for conducting interviews in the workplace and the frequent use of telephones has brought assumptions of equality between telephone interviews and other forms of interviews (Silvester & Anderson, 2003). According to Bauer et al., (2004), telephone interviews are advantageous in many ways (e.g., less potential for personal bias, ease of making contact), but telephone interviews can also have their disadvantages (e.g. technical difficulties, inability to read non-verbal cues, etc.).

According to Silvester and Anderson (2003), individuals change the way in which they interact when they cannot see each other affecting interpersonal perceptions, monitoring, and any bias during telephone interactions. Due to the less media rich environment of the telephone, many cues (visual, non-verbal) no longer have a strong effect on the perceptions of the interviewer or the applicant. Straus et al. (2001) explained that the more favorable ratings for telephone interactions were due to applicants not having to process non-verbal behaviors of the interviewer. Straus et al. (2001) also examined the interaction between attractiveness and communication and found that telephone interviews suppress the effect of physical attractiveness, due to the low level of media richness (i.e. bandwidth) of telephone interviews.

Also noted in recent literature on telephone interviews is the focus on task orientation, absence of visual cues, taking notes inconspicuously, and depersonalized environment, which assist in the gathering of information (Harmon, Schneer, & Hoffman, 1995; Novick, 2008; Rogelberg, O'Conner, & Sederburg, 2002; Silvester et al., 2000). Rutter (1987) found that telephone interactions allow more questions to be asked, longer utterances, fewer pauses, and fewer interruptions. Rutter also states that in telephone-

style interviews people are more prone to implement a task-oriented style of interview. Without the influence of interpersonal interaction, companies are able to gain more information about the applicant through task-oriented interviews, which consist of more direct questions (Rutter, 1987). The type of information gained is dependent of the purpose of the interview. Telephone interviews on average are shorter, applicants spend less time speaking, and interviewers dominate more of the conversation, than in face-to-face interviews (Silvester et al., 2000; Harmon et al., 1995). In contrast to telephone interviews, which focus on task-oriented questions, higher media rich interactions are more likely to persuade others to like them through socially desirable responses and actions (Silvester et al., 2000; Harmon et al., 1995).

Communication method can also affect the perceptions of the interviewer during telephone interactions (Straus et al., 2001). According to Straus et al. (2001), communication methods affect the evaluation of applicants' general abilities. Straus et al. (2001) also found that overall interviewer ratings are higher in telephone interviews than in other interview methods and that interviewers rated applicants as more likable in telephone interviews (Straus et al., 2001). In contrast to these findings, Silvester et al., (2000) found that telephone interviews results in harsher candidate ratings.

Measurement in ACs

There are numerous methods of rating formats in ACs including graphic rating scales, rank order, forced distributions, behavioral checklists, behaviorally anchored rating scales (BARS), behavioral observation scales (BOS), and behavioral summary scales (Guion, 1998). For this study, we utilized the BARS rating method. This method allows trained raters to provide performance ratings based on behavioral indicators.

Perceptions of Performance

Technology has advanced dramatically in recent years and organizations are utilizing these advancements to gain a competitive advantage. ACs are designed to mimic organizations' use of technology to retain validity of assessment. As noted earlier, ACs have begun using recorded (video or audio) role-play simulations, video based structured interviews, computer assisted telephone screening, videoconferencing, and virtual reality (Aguinis, Henle, & Beaty, 2001; Bauer et al., 2004; Chapman & Rowe, 2002; Van Iddekinge, Raymark, Roth, & Payne, 2006). The use of these methods comes with some concern. Specifically, these technologies are used without the consideration of the impact they could have.

Research on interviews has focused on the how applicants or interviewers perceive or react to a particular method. More importantly, they believe that the process is fair or has procedural justice. The interpersonal nature of the interaction oftentimes influences how the interviewer or applicant perceives the situation (Gilliland, 1993). In addition to the human element, understanding how applicants or interviewer's develop their fairness judgments can be difficult because of the various components that make up an in person and technologically mediated interaction (e.g., attractiveness, likability, comfort with technology, synchrony, bandwidth, and self-monitoring). The most common overall theme in research today is that people perceive both in-person and telephone interactions to be fair (Bauer et al., 2004; Chapman et al., 2003; Straus et al., 2001; Sturges & Hanrahan, 2004). Straus et al., (2001) found very little difference between applicant's ratings between phone or in person interviews. Similarly, a recent article found there to be no difference in participants' reactions to any interaction either phone or

face-to-face interaction (Denunzio, Marira, & Collins, 2012). However, some studies have found variations in the components that make up these interactions. Chapman et al., (2003) found that when moderated by self-monitoring, face-to-face interactions were perceived to be more fair and telephone interactions were perceived to be less fair. Straus et al., (2001) found that perceptions of communication understanding were higher in telephone versus face-to-face. In response to the growing research in this area Anderson (2003), claims that we have only recently begun to explore this area and much more research is needed before determining any equivalence. Most studies have examined applicants' reactions or perceptions of fairness to technology-mediated processes, but little research has been conducted examining differences in ratings of performance between presentation methods (audio vs. video).

This study extends current research regarding the use of technology in assessment centers by examining ratings of performance between two methods of presentation format (audio vs. video). We believe this to be a natural progression from perceptions of performance to measuring performance on the same methods of communication previously used in other research.

Present Study

The present study explored the use of technology in assessment centers, further exploring perceptions of participants regarding presentation methods, and attempt to determine differences in how assessors might rate candidates' performance in a role-play simulation. This study examines differences in ratings of performance in a role-play simulation using different methods of communication (audio-only vs. video). Candidate performance is rated based on two dimensions: Communication and Persuasion.

Hypotheses and Research Questions

Research Question 1: Does the method of observing role-play simulations (audio-only vs. video) affect the raters' perceptions of candidate's performance?

As noted earlier, in interviews, applicants were rated more favorably on telephone interactions and interviewers rated applicants as more likable in telephone interviews (Straus et al., 2001). Similarly, understanding of communications was higher in telephone interactions (Straus et al., 2001). Thus, we offer the following hypotheses related to

H1a: Performance ratings of communication will be higher when participants rate audio-only recordings of a role-play simulation than when rating video recordings of a role-play simulation.

H1b: Performance ratings of persuasion will be higher when participants rate audio-only recordings of a role-play simulation than when rating video recordings of a role-play simulation.

RQ1: Does the method of observing role-play simulations (audio-only vs. video) affect the raters' perceptions of the fairness of the simulation process?

As previously discussed, Chapman et al., (2003) found that face-to-face interactions were perceived to be more fair and telephone interactions were perceived to be less fair. Thus, we offer the following hypothesis related to Research Question 2:

H2: Participants will perceive role-play simulations observed via video recording as more fair than monitoring a role-play simulation via audio-only (simulating a telephone interaction).

CHAPTER II: METHODS

Participants

A total of 103 participants engaged in this study. There were 42 male participants and 61 female participants. There were 78 White participants, 12 Black participants, seven Asian participants, one Hispanic or Latino participants, one Native American, and four Bi-Racial or Multi-Racial participants. The age range of the participants was 18 to 66 years old (mean age was 32) with 64% of them being 18 to 30 years old. The participants' education level ranged from some high school to Doctorate degree with 36% of participants having some college credit, with no degree and 49% having an Associate's, Bachelor's, or Master's degree. The majority of the participants were employed. There were 47 participants that were employed full time, 28 participants that were employed part time, 14 unemployed, five homemakers, and three retired participants. Of these participants, 29 also described themselves as students. Participants also reported their familiarity with using computer, telephone, and role-play scenario. There were 86 participants reported being very comfortable using a computer and 16 were somewhat comfortable. Of the participants, 76 reported that they have participated in a phone interview prior to the study and 26 participants had not. There were 62 participants who had participated in a role-play scenario prior to this study and 41 who were experiencing a role-play for the first time.

Materials

Two role-play simulations were created for use in this study. In both, participants were asked to rate the effectiveness of a confederate playing the role of a Development Representative from the MTSU Development Office (responsible for university

fundraising). The ratings were based on the interaction between the Development Representative and another confederate playing the role of an alumnus of the Middle Tennessee State University (MTSU) Industrial Organizational (I/O) Psychology program. In these role-play simulations, the objective of the Development Representative was to solicit financial support for the I/O Psychology program, faculty, and students. The situation presented in this study (fundraising) was used for 2 reasons: 1) To help keep this study as closely aligned with previous research of Denunzio, Marira, and Collins, (2012) and 2) Because the role and tasks are generalizable to many jobs outside of the academic realm.

Participants accessed all experiment materials using Qualtrics, an online survey tool (See Appendix A). Audio and video for each interaction was recorded simultaneously to ensure consistency among the interviews. The recorded interactions were scripted conversations between confederates playing an alumna/alumnus and a Development Representative. There were two different scripts (See Appendices B & C) for the confederates to use, which consist of the Development Representative soliciting financial support from the alumna/alumnus. Participants experienced one presentation method (e.g., audio only & video) for the first interaction and experienced the alternative presentation method (e.g., audio only & video) during the second interaction of the study and provide ratings for each interaction. In addition to rating the performance of the applicants, participants provided their perceptions of the ACs processes.

Experimental Conditions

Participants were randomly assigned to one of four (4) conditions in which they provided ratings of performance of the Development Representatives during two interactions (e.g., audio only & video). The audio only interaction mimics a telephone conversation and the video interaction is a video recording of a face-to-face interaction between an alumna/alumnus and the Development Representative. The conversation of the audio only and face-to-face was identical. Though the participant viewed the interaction through the video medium, participants were instructed to focus solely on the face-to-face interaction in the video and base their ratings on the interaction.

Participants rated the Development Representatives on two dimensions in their efforts to solicit financial support from MTSU alumni based on their performance in each of the interactions. Participants evaluated two interactions while never repeating Development Representative or presentation method. For example, for a participant that was randomly assigned to condition 2, they first watch/listen Cheri during the John and Cheri video role-play, then evaluated Cheri's communication and persuasion performance. The participant would then listen Jane during the Mark and Jane audio role-play, then evaluated Jane's communication and persuasion performance. Each condition is unique due to either the time (role-play 1 or 2), script (script X or Y), and the presentation method (audio or video). Both simulations represented good/effective performance of a person in the role of Development Representative. This increased the likelihood that any variability between the ratings provided is attributable to the method of observation as opposed to real differences in performance of the Development Representative. Please refer to Table 1 for the Latin square design.

Table 1.

Experiment Latin Square Role Play Assignment

<u>Condition</u>	<u>Role – Play 1</u>	<u>Role – Play 2</u>
1	John - Cheri Script X ~ Audio	Mark - Jane Script Y ~ Video
2	John - Cheri Script X ~ Video	Mark - Jane Script Y ~ Audio
3	John - Cheri Script Y ~ Audio	Mark - Jane Script X ~ Video
4	John - Cheri Script Y ~ Video	Mark - Jane Script X ~ Audio

Measures

Performance Ratings were measured by assessing the participant's ratings of a female character (Cheri or Jane) in the role-play simulation. Participants rated the female role players' performance on the dimensions of Communication and Persuasion. Performance on each dimension was measured using an overall rating of each dimensions and a behaviorally anchored rating scale (BARS) specifically designed for this role-play (See Appendix D). The BARS for Communication included behaviors such as "asking good questions," "listening and following up on what was said," "expressing a genuine interest in what others have to say," and "making sure others are understood." BARS for Persuasion are characterized by behaviors such as "using information gained to alter way of thinking," "causing people to do or believe something different than originally thought." Each participant rated two female Development Representatives (one on video and one audio only) on a BARS developed for each dimension.

Perceptions of Fairness

Perceptions of Fairness regarding the assessment process was measured by asking participants several questions regarding their opinions of the video-based process compared to the audio only-based process. Items relating to these opinions were combined to provide an overall assessment of participants' feelings regarding the fairness and effectiveness of the two interaction methods. These questions were based on the previous measure developed by Chapman et al., (2003). See Appendix E for a list of all perceptions of fairness questions.

Procedure

All participants accessed the online survey via a link provided to them either through the MSTU SONA system or through direct recruitment via social media, email, and online survey applications. Upon clicking the link, they were asked to electronically consent to the experimental conditions within Qualtrics. If the participant does not provide consent, they were taken to the end of the survey, thanked for their time and the survey closed, resulting in no data collected. If the participant provided consent, they were asked to complete the Participant Questionnaire (See Appendix F). After the completion of this questionnaire, the participant was instructed that they are acting as an assessor for the way that Development Representatives contact and communicate with alumni. Participants were also instructed that they will be providing performance ratings of the Development Representative based on two different presentation methods (e.g., audio only & video).

To minimize participant confusion during the study, the audio only presentation method was referred to as a telephone interaction and the video is referred to as a face-to-

face interaction. In addition to performance ratings, they also provide feedback about the fairness of the presentation method and process.

Prior to viewing the first interaction, participants were presented with background information about the scenario and the Development Representatives' goals for the role-play. They were also asked to read instructions on how to rate the Development Representative including performance dimensions and the behaviorally anchored rating scales (BARS). After reading all of the scenario materials the participant was then randomly assigned (using Qualtrics) to one of the 4 conditions, each consisting of two role-plays. For the first role-play, the participant watched or only listen to the interaction (audio only or video) between the Development Representative and the alumna/alumnus. At the end of the role-play, the participant then proceeded to rate the performance of the Development Representative on the dimensions of communication and persuasion. They also provided feedback on their perceptions of fairness of the process and presentation method. The participant repeated the process for the second role-play. The participant watched or only listened to the second role-play, never repeating presentation method or scenario. They also provided performance ratings based on the two dimensions and feedback regarding their perceptions of fairness of the process and presentation method. At the completion of the second interview, the participant completed a questionnaire comparing their perceptions of fairness for role-play 1 and role-play 2. At the completion of this questionnaire, the participant was debriefed, thanked for their time, and the survey closed.

Analyses

To address the hypotheses, two repeated measures ANOVAs were conducted to examine differences between the participants' ratings of the female role-players across the two conditions (Video vs Audio only). The method of observation (Video vs Audio only) is the independent variable and the dependent variables are the performance ratings (overall and at the dimension level) and perceptions of fairness regarding the process.

CHAPTER III: RESULTS

This study examined the differences in the ratings of performance between video and audio based role-play methods. One repeated measures ANOVA was conducted to test Hypothesis 1a (overall Performance ratings of communication will be higher when participants rate audio-only recordings of a role-play simulation than when rating video recordings of a role-play simulation). A second repeated measures ANOVA was conducted to test Hypothesis 1b (overall Performance ratings of persuasion will be higher when participants rate audio-only recordings of a role-play simulation than when rating video recordings of a role-play simulation). Descriptive statistics for this analysis can be found in Table 2.

Table 2.

Descriptive Statistics for Overall Dimension Ratings

<u>Dimension</u>	<u>Mean</u>	<u>Std. Deviation</u>	<u>N</u>
Overall Audio Communication	3.95	.87	165
Overall Video Communication	4.07	.70	165
Overall Audio Persuasion	3.90	.77	162
Overall Video Persuasion	3.84	.80	162

According to the repeated measures ANOVAs there was no significant findings for either communication, $F(1,164) = 2.59, p=.11$; Wilks' $\Lambda = .98$ or persuasion $F(1,164) = .57, p=.45$; Wilk's $\Lambda = 1.00$. Therefore, both hypothesis 1a and 1b were not supported. Although not reflected in our hypothesis, we thought it important to conduct exploratory analysis to determine if the order of the role plays resulted in any significant differences in performance ratings. Additional repeated measure ANOVAs were conducted using the

presentation order as a factor. No differences were found for first ratings of communication compared to the second ratings of communication. Similarly, no differences were found for first ratings of persuasion compared to the second ratings of persuasion. These findings suggest that no order effect was present.

Rater's Perception of Fairness

Overall, participants gave higher ratings to video (face-to-face) role-plays on the Perceptions of Fairness items (see Appendix E). Three items from the Perceptions of Fairness Scale were used to create a *Best Perform* subscale and assessed the means by which participants felt that candidates would be best able to perform. This scale included items “Please select the interaction method by which you think the Development Representative Communicated most effectively.”, “Please select the interaction method by which you think the Development Representative was most Adaptable.”, and “Please select the interaction method by which you think the Development Representative was most Persuasive”. The *Best Perform* subscale consisted of 3 items with a Cronbach's alpha of .75. The overwhelming trend of responses indicated that the video condition (face-face) provided better opportunities for Development Representatives to perform well (Table 3).

Table 3.

Item Statistics for Best Perform Subscale

<u>Item</u>	<u>Face-to-Face</u>	<u>Telephone</u>	<u>No Difference</u>	<u>N</u>
Please select the interaction method by which you think the Development Representative Communicated most effectively.	53%	34%	13%	166
Please select the interaction method by which you think the Development Representative was most Adaptable.	53%	33%	14%	163
Please select the interaction method by which you think the Development Representative was most Persuasive.	58%	29%	13%	165

CHAPTER IV: DISCUSSION

The results of this study has provided valuable insight on how technology can be used in role-play scenarios. When examining the overall performance ratings of applicants some research found higher ratings for face-to-face (Silvester et al., 2000), where other researchers have found a higher ratings favoring telephone communication (Straus et al., 2001).

This study examined the degree to which applicants' performance might be rated differently in the two types of media (audio-only vs. video). Based on the findings of the repeated measures ANOVAs, no significant differences were found between the ratings of communication or persuasion across the two role-play methods. These findings are contrary to much of the current research to date. Current research in this area reports that either telephone is better than face-to-face or vice versa, but this study is supporting the idea of method equivalence (Anderson, 2003). The inability to support either hypothesis 1a or 1b supports that notion that technology does not influence performance ratings of a role-play setting. This study also investigated any possible order effects that might influence any ratings of performance. This study also found that order did not matter, and rating one method would not influence the ratings of the second method.

This study also sought to further existing research on the affect role-play methods can have on raters' perceptions of fairness. In support of Chapman et al., (2003), this study found that participant raters overwhelmingly thought that the video (face-to-face) provided a more fair interaction than the audio only (telephone). In this study and to further research in this area, we believe that perceived fairness is actually related to

performance, such that more opportunities to perform well, provides the Development Representative with a more fair chances at succeeding. Though this study supports this idea, further research is still needed in this area.

Limitations

A significant limitation of this study was the use of non-professional actors in the when recording the role-play scenarios. The purpose of this study was to investigate the in ratings of communication and persuasion differences, but the non-professional actors provided few examples of persuasive or communication behaviors. Using professional actors would provide a more realistic interaction and more examples in which the raters could make more concrete ratings from and possible stronger effects.

A second concern of this study the development of the perception of fairness scale. This scale was based on previous research, but for the purpose of this study was altered. Alteration of the scale provides a degree of uncertainty in the produced results and further research is needed to support similar scales.

Another concern is the generalizability of the premise of the study and how it aligns with current research. The interaction between and alumnus and a Development Representative to collect financial support is a common practice, but this premise does vary from the interview/selection based premises of current research. A final concern is the use of a video recording for a face-to-face interaction. Though previous research has found there to be no impact on ratings, instructing raters to focus solely on the interaction and not the method in which they were viewing the interaction was tricky. Due to previous research and a majority of participants' familiarity with a computer, this is less of a concern than the other limitations, but still warrants further research.

Conclusion

This study takes one-step closer to understanding how technology may or may not affect a role-play scenario. This study holds very important theoretically and practical implications. First, this study found there to be no difference in overall ratings between role-play methods. This is in contrast with current research in the area, and warrants further exploration. However, this study does support the idea of method equivalence and can have significant theoretical and practical implications. This study focus is on the ratings of performance in a role-play setting, but can help shape the direction of future research in this area by focusing more on “what” is being measured than on “how” it is being communicated and measured.

This study helps to bridge the gap to other research topics, such as, the exploration of the influence of technology on actual participant performance in a role-play setting, or the potential implications of businesses utilization of newer technologies in the workplace. This study focused on telephone and face-to-face methods, but companies are beginning to use other forms of technology (i.e., videoconferencing) in the workplace, and further research is required to determine if there is method equivalence with all technology.

This study also has significant practical implications. As stated previously, businesses incorporate technology to alleviate operational costs, increase organizational communication, and reach previously hard to reach - if not unattainable – applicants. Method equivalence provides businesses with the assurance and flexibility to choose the most appropriate method for their business.

In support of existing research, this study built on the idea that face-to-face communication is still the preferred and most fair form of communication. Further research is required to solidify this idea, especially with the introduction of newer technologies into the business world. With the idea of method equivalence, we now know how vital it is to understand how people view or perceive certain processes. Knowing peoples' perceptions provides valuable information when determine selection, rating procedures, and other processes.

This study provided valuable insight on the importance of understanding the influence of technology could have in a role-play setting, further supported existing research on the perceptions of communication method and provided motivation for further research of method equivalence.

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APPENDICES

APPENDIX A: QUALTRICS SURVEY

Qualtrics Survey

Hello, We are currently seeking assistance in the evaluation of two communication methods (face-to-face & telephone) that will be used by future Development Representatives working in the MTSU Development office (This is the MTSU office that is responsible for university fundraising). Development Representatives act as fundraising ambassadors to gather financial support from Alumni for the growth and development of the university. In this study, you will be evaluating two presentation methods (face-to-face & telephone) to determine the best solution for the use in future communications between Alumni and Development Representative. You will view a video of a face-to-face interaction and listen to audio of a telephone conversation. You will rate the performance of the Development Representative as they participate in two interactions. You will rate the Development Representative on 2 dimensions (Communication and Persuasion). 1. Communication: asks good questions, listens and follows up, expresses a genuine interest in what others have to say, listens, makes sure others are understood. 2. Persuasion: Uses information gained to alter way of thinking, causing people to do or believe something different than originally thought In addition to rating the performance of the Development representative, you will be asked to: 1. Evaluate the practicality of each presentation method 2. Provide your perceptions for each of the presentation method

Purpose of the Development Representative:

The purpose of these interactions is for the Development Representative to collect financial support for the Middle Tennessee State Industrial/ Organizational Psychology program (MTSU I/O). The Develop Representative will collect support by contacting potential donors via two methods (audio & in person). Raising support for the MTSU Psychology department helps to provide the means for students and faculty to pursue research, applied projects, and other means to advance the field of I/O Psychology.

Program Background

Middle Tennessee State University (MSTU) was founded on September 11, 1911, and is proud of its nearly 100-year commitment to academic excellence and student success. As a community of scholars, we enthusiastically accept our past, celebrate our present accomplishments, and effectively plan for the future. The MTSU Industrial and Organizational Psychology (I/O) department fund was established in 1961 as a 501(c) (3) tax-exempt organization as recognized by the Internal Revenue Service (IRS). All contributions, donations and gifts to the fund are used to help faculty and students in the development of the I/O field through research, consulting projects, organization affiliations, and presentations.

MTSU Mission:

Promote student, personal, and professional success by providing the best possible academic experience in and out of the classroom.

Faculty specialization:

- leadership development
- training
- job performance
- selection
- international I/O
- employment law
- group performance

The program offers a wide range of courses, applied projects, and provides individualized support to students both in and out of the classroom.

Program Faculty & Projects:

- Drs. Hein and McCarthy
 - Conducted an organizational needs assessment and developed a training program for new employees for the local Boys and Girls of America chapter.
- Dr. Burke has developed relationships with the

- Worked with European Work and Organizational Psychology (EWAOP) and lead research trips with students in Cuba, where they
- Investigate leadership behaviors of Cuban managers during research trips to Cuba.
- Dr. Frame
 - Offer workshops on resume writing, job searching, and interviewing skills assisting to a local biker club and military veterans association.
- Dr. Van Hein recently
 - Developed selection and compensation system for locally family owned businesses

During the interactions, the Development Representative will often reference the recognition levels. For your reference, please see the Recognition Levels below.

Recognition Levels

- Pinnacle Club: \$5,000 & greater
 - Members of the Pinnacle Club are rewarded with their name and favorite quote preserved in a granite monument located near the center of campus. This monument recognizes the generous gifts of esteemed members of the community and their vital contribution to the development of young minds.
- Legacy Club: \$ 3,000 – \$4,999
 - Members of the Legacy Club are rewarded with a handcrafted mahogany plaque that will be placed on display in the lobby of the newly built Student Union building. You will also be given a handcrafted mahogany plaque for your enjoyment at home. This plaque recognizes the generous gifts of essential contributions to the development of young minds.
- Visionaries Circle: \$1,000 – \$2,999
 - Member of the Visionaries Circle are presented with a larger than life giant check representing their donation and dedication to the MTSU I/O psychology Program.
- Patrons Circle: \$500 – \$999
 - Members of the Patrons Circle are rewarded with a pair of season tickets to a sport of their choice and a \$ 50 gift certificate to the on campus apparel store.

Goal of the Development Representative:

To meet our current need, we would like all of our alumni at the Pinnacle or Legacy Club levels.

During each interaction to please take notes and keep in mind the 2 performance dimensions you will be rating the Development Representative

1. Communication: asks good questions, listens and follows up, expresses a genuine interest in what others have to say, listens, makes sure others are understood.

2. Persuasion: Uses information gained to alter way of thinking, causing people to do or believe something different than originally thought

What club level/s is the current goal for all Development Representatives?

- Pinnacle Club (1)
- Legacy Club (2)
- Patrons Circle (3)
- Pinnacle or Legacy Club (4)
- Legacy Club or Patrons Circle (5)
- Any level (6)

How many professors are part of the MTSU I/O program?

- 2 (1)
- 7 (2)
- 4 (3)
- 6 (4)
- 5 (5)

Are alumni contributions tax exempt?

- Yes (1)
- No (2)

What project is Dr. Hein working on?

- Assisting military veterans association, by offering workshops on resume writing, job searching, and interviewing skills. (1)
- Needs assessment and training program for the local Boys and Girls club (2)
- Leading research trips with students in Cuba studying leadership (3)
- Creating and administering an assessment center for Murfreesboro Electric Department's teller position (4)

Q148 For the remainder of this study you will be presented with two interactions. In the following section, you will be presented with an audio and a video presentation of an interaction. During the interaction, be sure to take notes, as you will be asked to evaluate the performance of the Development Representative at the completion of the interaction. You will be able to re-play the interaction before moving onto the evaluation section, but you will not be able to revisit the interaction after you have moved past that screen. You will receive further directions on the remaining process at the completion of your evaluations for the first interaction.

Random assignment to conditions occurs here

Q149 In this interaction you will be (Watching a Face-to-face or Listening to) an interaction. Please focus on (NAME) who is the Development Representative for this interaction.

Q165 During the upcoming interaction, be sure to take notes, as you will be asked to evaluate the performance of the Development Representative at the completion of the interaction. You will be able to re-play the interaction before moving onto the evaluation section, but you will not be able to revisit the interaction after you have moved past that screen. After the completion of this interaction, you will be asked to provide performance evaluations of the Development Representative on the two dimensions. 1. Communication: asks good questions, listens and follows up, expresses a genuine interest in what others have to say, listens, makes sure others are understood. 2. Persuasion: Uses information gained to alter way of thinking, causing people to do or believe something different than originally thought At the completion of these evaluations, you will also be asked to provide your perceptions of each interaction and presentation method.

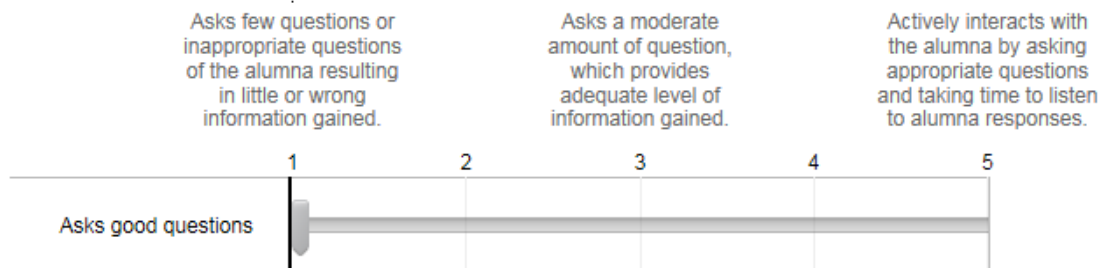
Participant observes either a Video Interaction or Audio Only interaction

Participant is asked the following about the interaction

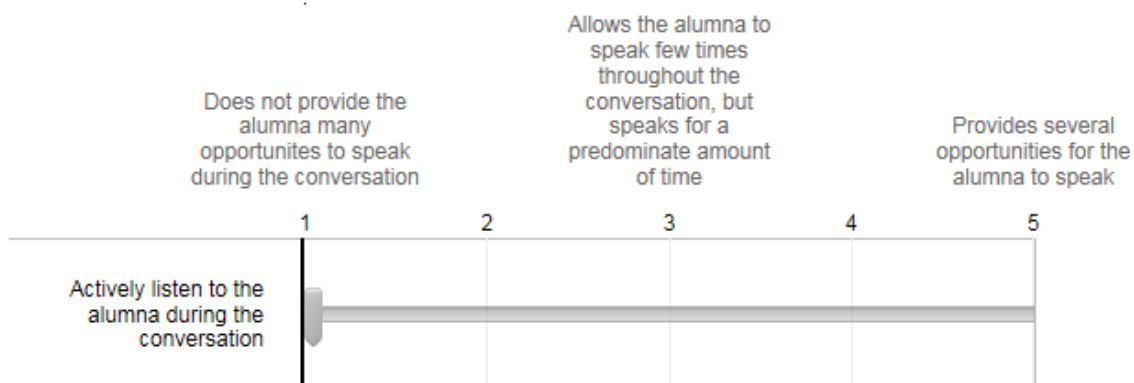
Q167 Please indicate the interaction method you experienced.

- Telephone (1)
- Face-to-face (2)

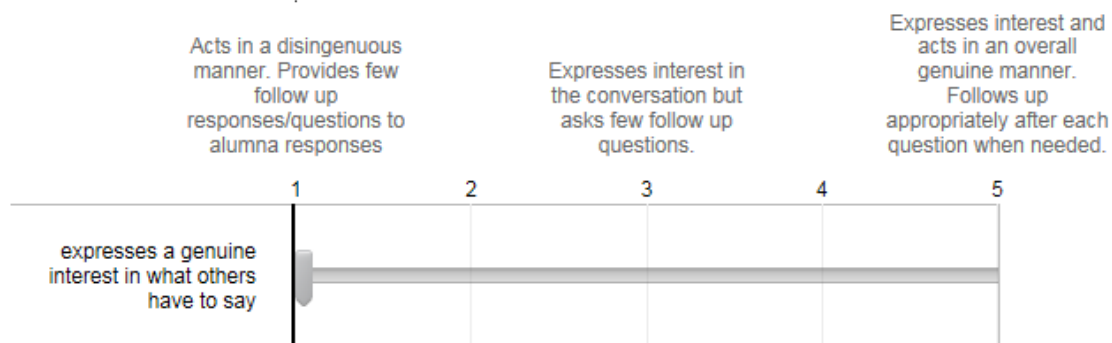
Please rate the Development Representative on the this dimension of Communication



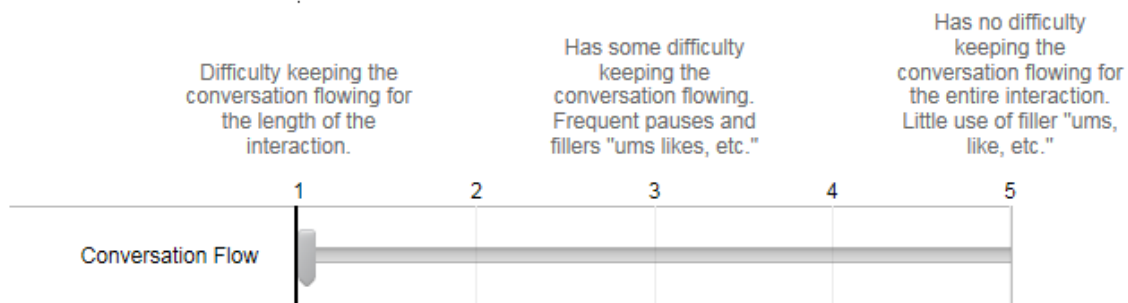
Please rate the Development Representative on the this dimension of Communication



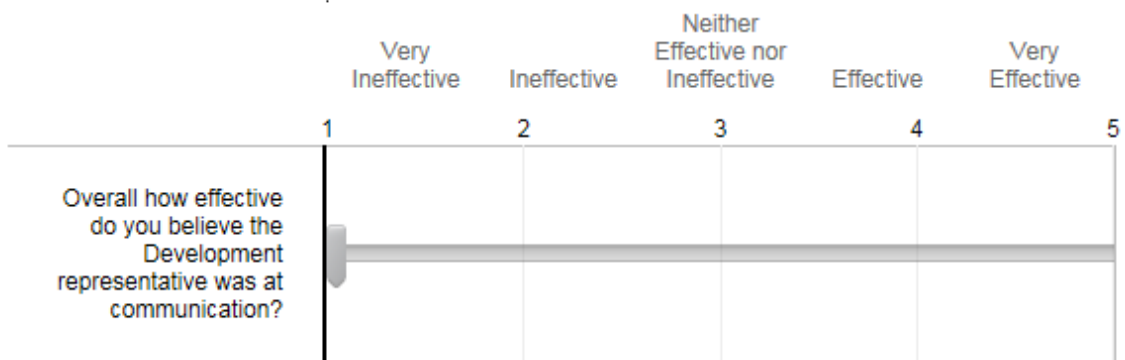
Please rate the Development Representative on the this dimension of Communication



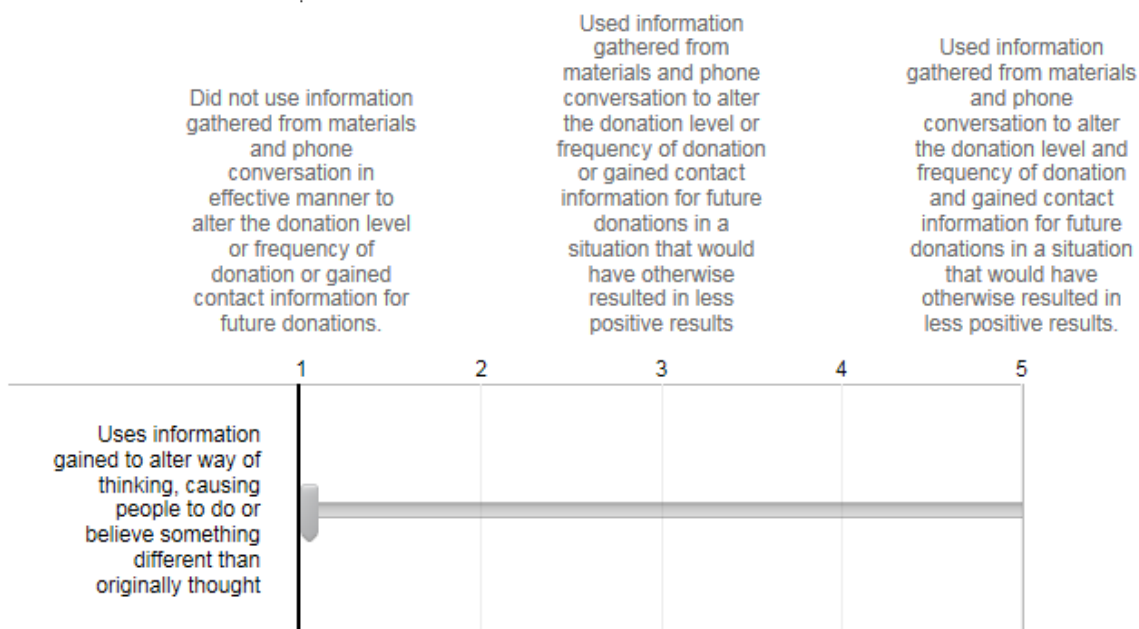
Please rate the Development Representative on the this dimension of Communication



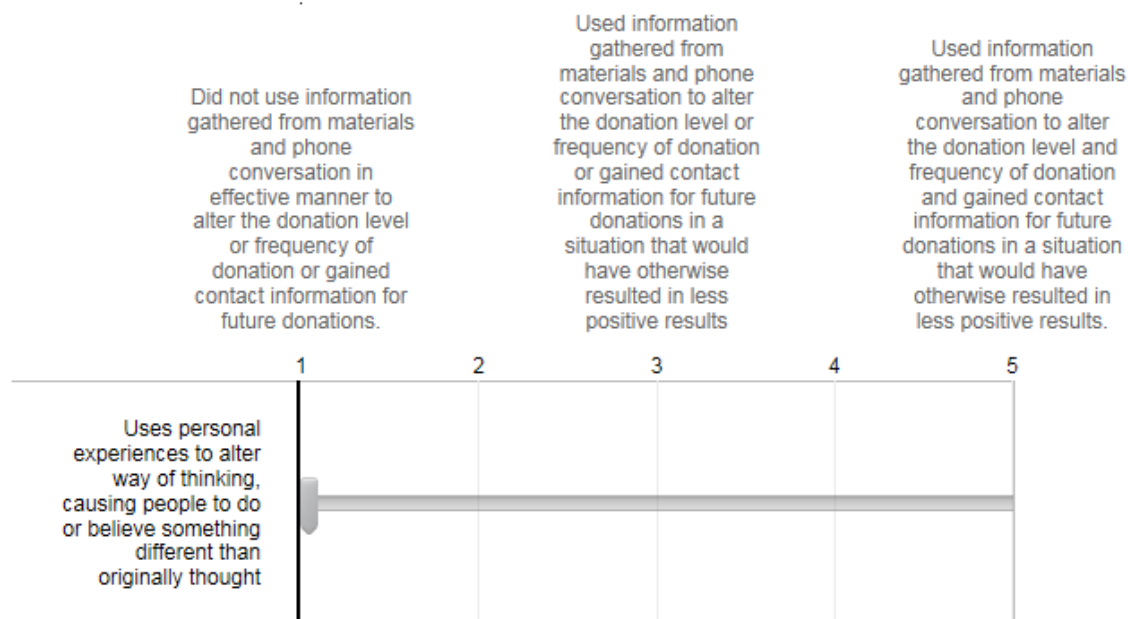
Overall Communication:



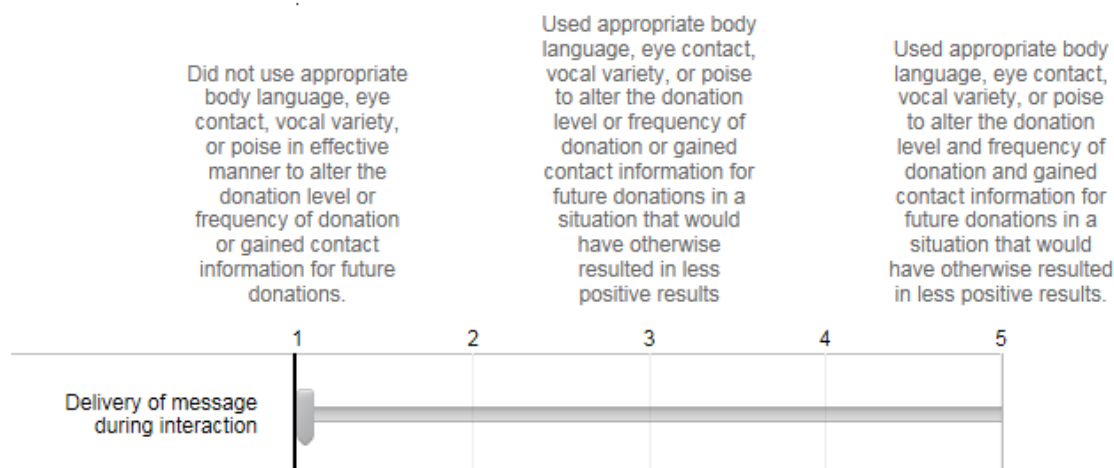
Please rate the Development Representative on the this dimension of Persuasion



Please rate the Development Representative on the this dimension of Persuasion



Please rate the Development Representative on the this dimension of Persuasion



For each participant – the opposite condition previously witnessed and rated will be presented in the second interaction

In this interaction you will be (Watching a Face-to-face or Listening to) an interaction. Please focus on (NAME) who is the Development Representative for this interaction.

Q165 During the upcoming interaction, be sure to take notes, as you will be asked to evaluate the performance of the Development Representative at the completion of the interaction. You will be able to re-play the interaction before moving onto the evaluation section, but you will not be able to revisit the interaction after you have moved past that screen. After the completion of this interaction, you will be asked to provide performance evaluations of the Development Representative on the two dimensions. 1. Communication: asks good questions, listens and follows up, expresses a genuine interest in what others have to say, listens, makes sure others are understood. 2. Persuasion: Uses information gained to alter way of thinking, causing people to do or believe something different than originally thought At the completion of these evaluations, you will also be asked to provide your perceptions of each interaction and presentation method.

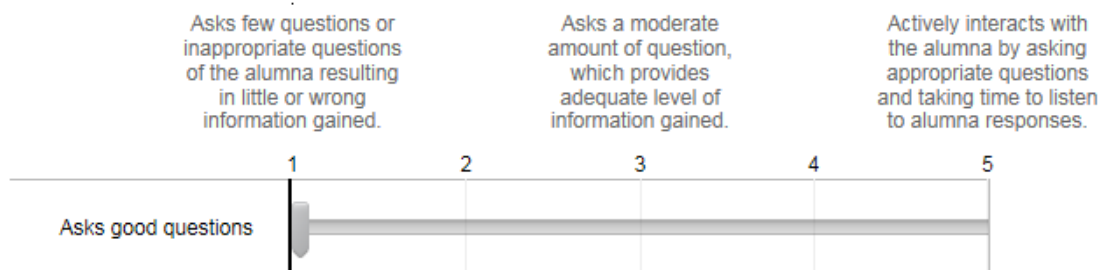
Participant observes either a Video Interaction or Audio Only interaction

Participant is asked the following about the interaction

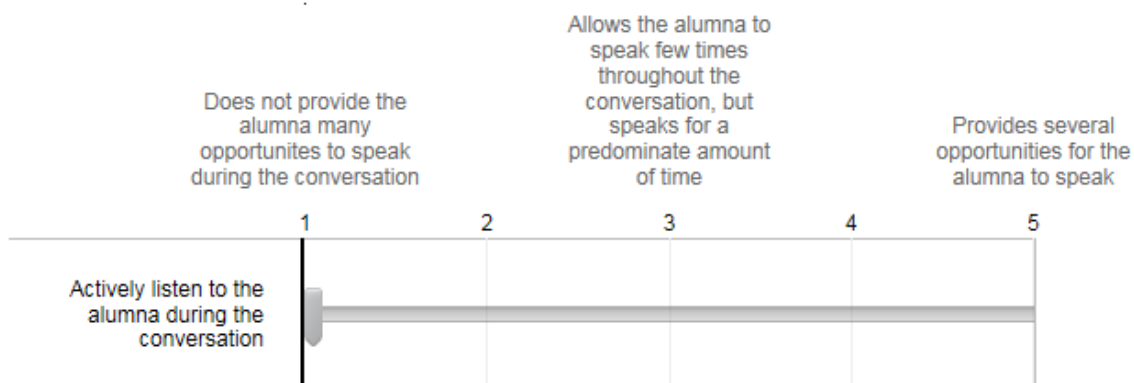
Q167 Please indicate the interaction method you experienced.

- Telephone (1)
- Face-to-face (2)

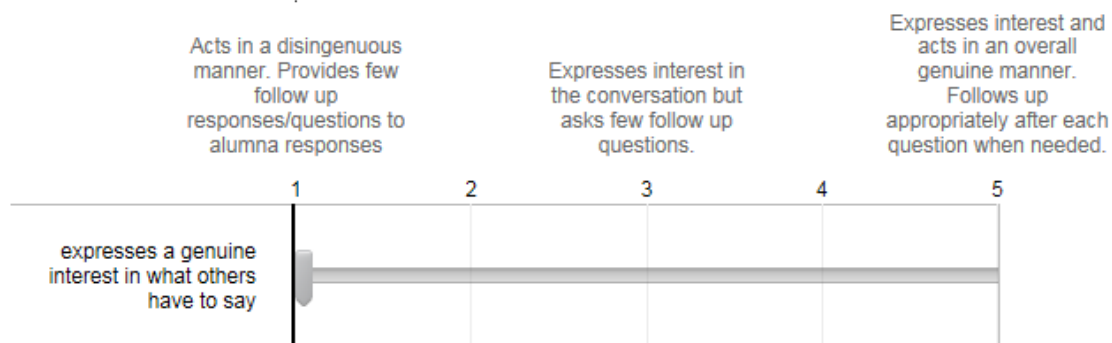
Please rate the Development Representative on the this dimension of Communication



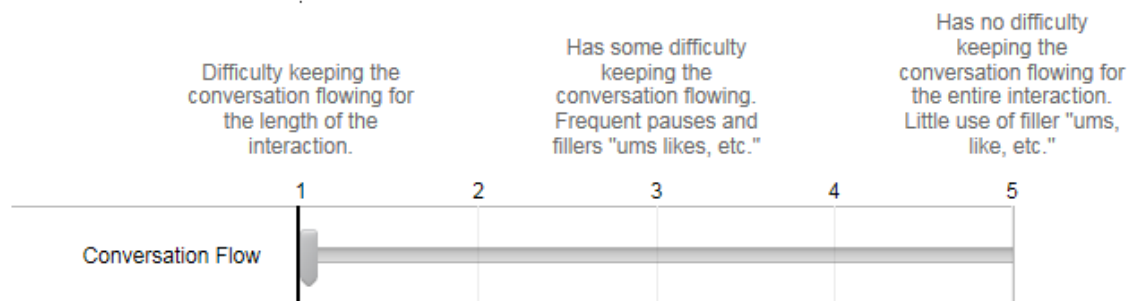
Please rate the Development Representative on the this dimension of Communication



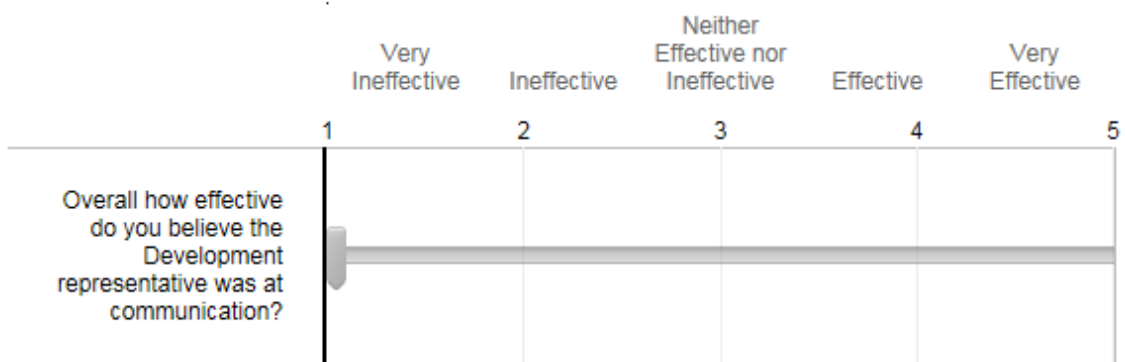
Please rate the Development Representative on the this dimension of Communication



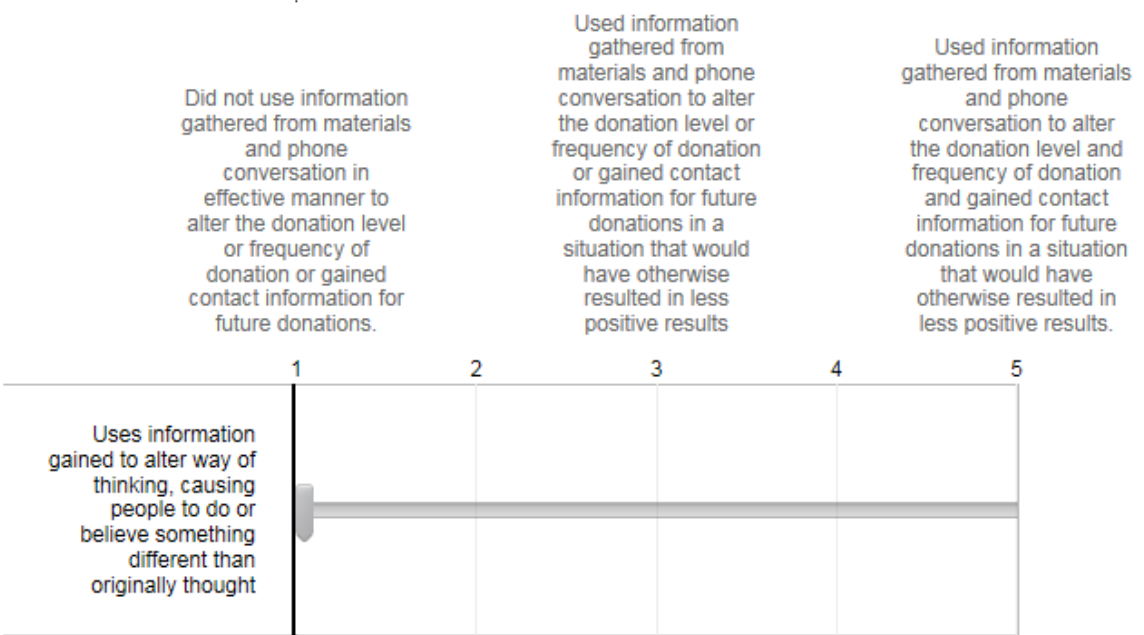
Please rate the Development Representative on the this dimension of Communication



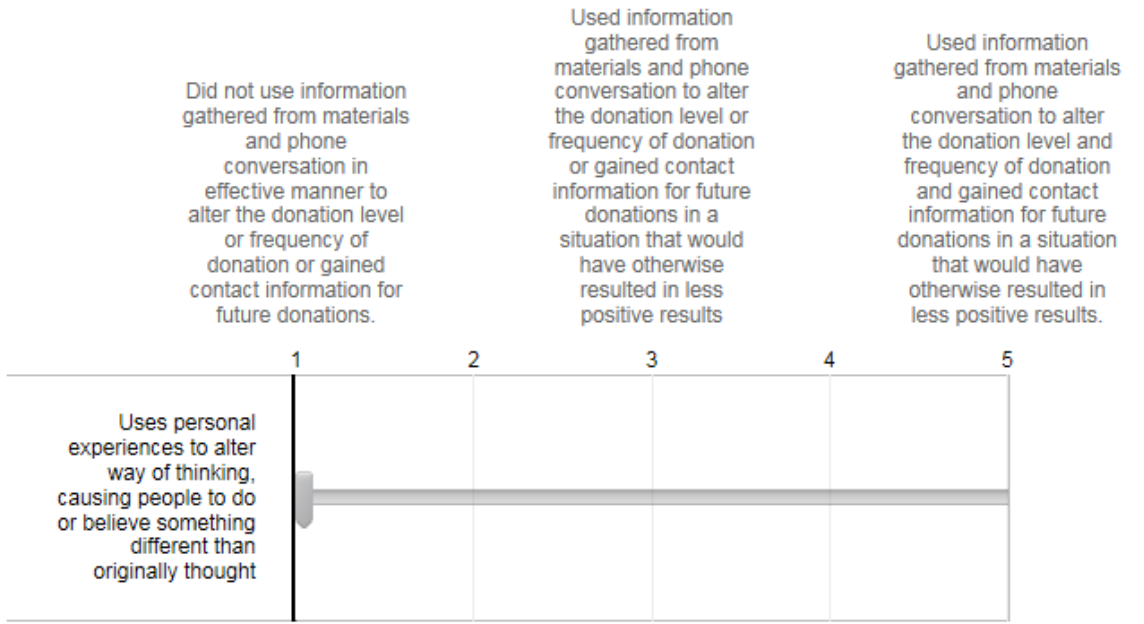
Overall Communication:



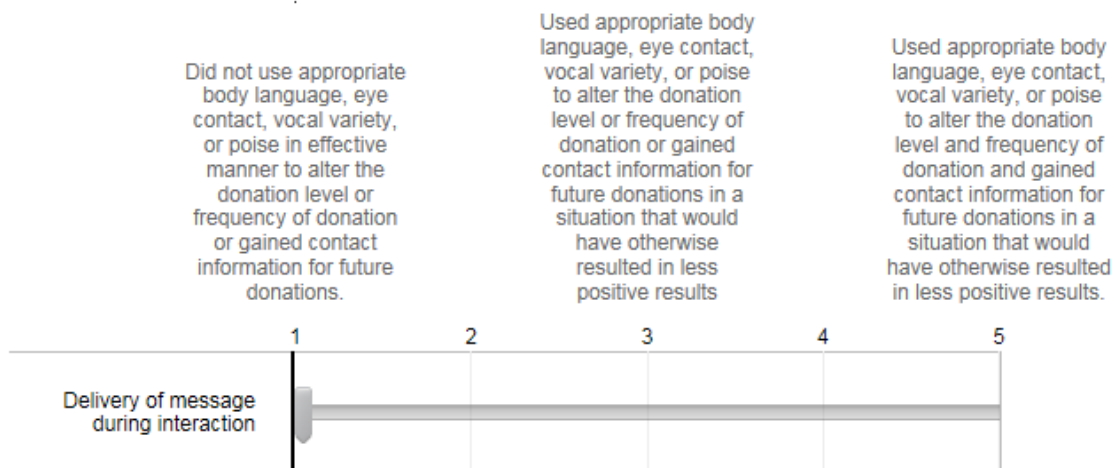
Please rate the Development Representative on the this dimension of Persuasion



Please rate the Development Representative on the this dimension of Persuasion



Please rate the Development Representative on the this dimension of Persuasion



Q181 Please select the interaction method by which you think the Development Representative Communicated most effectively.

- Face-to-face (1)
- Telephone (2)
- No difference (3)

Q182 The Face-to-face interaction gave the Development Specialist the opportunity to present their best side.

- Strongly Disagree (1)
- Disagree (2)
- Somewhat Disagree (3)
- Neither Agree nor Disagree (4)
- Somewhat Agree (5)

Q183 The Telephone interaction gave the Development Specialist the opportunity to present their best side

- Strongly Disagree (1)
- Disagree (2)
- Somewhat Disagree (3)
- Neither Agree nor Disagree (4)
- Somewhat Agree (5)

Q184 I think the Face-to-face interaction would be an appropriate selection procedure for the position of Development Representative.

- Strongly Disagree (1)
- Disagree (2)
- Somewhat Disagree (3)
- Neither Agree nor Disagree (4)
- Somewhat Agree (5)

Q185 If you were a Development Representative, which interaction method do you believe would be the most difficult?

- Face-to-face (1)
- Telephone (2)
- No difference (3)

Q186 Please select the presentation method you think is the most effective, for the use future use by the Development Representatives.

- Face-to-face (1)
- Telephone (2)

Q188 Please select the interaction method by which you think the Development Representative was most Persuasive.

- Face-to-face (1)
- Telephone (2)
- No Difference (3)

Q189 I think the Telephone interaction would be an appropriate selection procedure for the position of Development Representative.

- Strongly Disagree (1)
- Disagree (2)
- Somewhat Disagree (3)
- Neither Agree nor Disagree (4)
- Somewhat Agree (5)

Q190 It was easy to for the Development Representative to speak to the alumni during the Face-to-face role-play

- Strongly Disagree (1)
- Disagree (2)
- Somewhat Disagree (3)
- Neither Agree nor Disagree (4)
- Somewhat Agree (5)
- Agree (6)
- Strongly Agree (7)

Q192 The Development Representative was able to find a creative solution the challenges presented during the Telephone interaction.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q193 The Development Representative was able to find a creative solution the challenges presented during the Face-to-face interaction.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q194 The Development Representative was able to implement a new approach when presented with a problem in the Face-to-face interaction.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q195 The Development Representative was able to implement a new approach when presented with a problem in the Telephone interaction.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q196 The Development Representative was able to be flexible and open-minded in the Face-to-face interaction.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q197 The Development Representative was able to be flexible and open-minded in the Telephone interaction.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q198 The Development Representative was open and accepting of negative comments in the Face-to-face interaction.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q199 The Development Representative was open and accepting of negative comments in the Telephone interaction.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q200 The Development Representative was able to maintain objectivity and keep focused on the task at hand in the Face-to-face interaction.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q201 The Development Representative was able to maintain objectivity and keep focused on the task at hand in the Telephone interaction.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q202 The Development Representative was able to change their plan of action based on the comments made by the other person in the Telephone interaction.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q203 The Development Representative was able to change their plan of action based on the comments made by the other person in the Face-to-face interaction.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

APPENDIX B: SCRIPT X (JOHN AND CHERI)

Script X (John and Cheri)

Sherry: Hello, how are you today? Thank you for taking the time to speak with me today. My name is Sherry.

John: Hello Sherry, my name is John. I'm doing well! Have you ever had one of those days when things seem to be going your way as opposed to working against you? I think everyone should have at least one of those days per week. In fact, that is part of the reason I left Longroad Trucking Association... not enough 'going-my-way-days' and way too many 'going-against-me-days'. When I first started, there that was not the case... but it seemed to get that way real quickly. Anyways, how are you and what can I do for you?

Sherry: I know exactly what you mean by 'going against-me-days', but other than that I'm am doing great and I'm really excited to speak with you today about the great things the MTSU I/O department are doing and hopefully how you can help. I'm a Development Representative working for the MTSU Development office and we are responsible for contacting alumni in efforts to raise financial support for MTSU.

John: Great, I have not been back on campus for a few years now and would really like to know what is going on, although I did drive by campus the other day.

Sherry: Well of course. As you know the MTSU I/O mission is to promote student, personal, and professional success by providing the best possible academic experience in and out of the classroom. The MTSU I/O fund's primary functions are to provide assistance and aid to the advancement of Industrial/ Organizational psychology. This program is designed to prepare students for entry-level positions in human resource departments, and provide a foundational background of I/O theories, methods, and practices.

John: How about Peck Hall? Do they still have classes in Peck Hall? I learned so much about life at MTSU. The grove was a great place to relax and unwind. The squirrels were always so entertaining. Those little buggers understand project management. The work all summer and fall to store up for winter. They don't know the exact deadline they are working towards nor do they know how long winter will last. Those furry guys are better prepared to deal with ambiguity than most of new applicants we get at OES! How is MTSU preparing the students to deal with the real world?"

Sherry: Well, I don't know about Peck hall, I've had a few classes in that building but non for psychology. I have been on the grove and I agree, it's very relaxing to sit and unwind after having one of those 'going-against-me-days.' I really like the squirrels too, they are just so cute and maybe you should hire a couple of them at OES. Just kidding.

MTSU is doing a lot of great thing to help students prepare for the real world. MTSU currently has seven full time professors and they seek our opportunities in the community for student projects so that students can get some real life experience. For example, Dr. Van Hein recently supervised a group of students who were working with a local family business that was about to go bankrupt. They developed a selection and compensation system that would allow them to hire and pay the right people while they continued to stay in business. Dr. Burke has

developed relationships with the international I/O community by being involved in European Work and Organizational Psychology (EWAOP) and leading research trips with students in Cuba, where they investigate leadership behaviors of Cuban managers.

John: That's really good. I know that it was really difficult for me in my first job because I was not ready for the real world and working with non I/O people. Did I hear you say something about leadership? You know I really love reading books and listening to TED Talks about leadership. That is one thing they should really emphasis is more leadership. The world could use a whole lot more leaders. Right now we just got to many people running around without any direction. If we had more leaders than we might be in a better place.

Sherry: Yea Dr. Burke took some students down to Cuba to investigate leadership behaviors in some of the Cuban population. She has also been very involved with EWAOP and hopes to take some students to the next international conference. That si exactly why I wanted to talk with you today. We have a large number of students that are really active in producing research and in professional societies. It is a great experience and they get to present their findings at the conferences, but it can be very difficult for students to make the trips. As you know, graduate school is not expensive and oftentimes students to not get reimbursement for any travel expenses to these conferences. With your donation, you would among other things, be helping a student attend one of the conferences.

John: I know MTSU could really use the money, but so can UNO (University of New Orleans), my alma mater. I like that I know what project my money is being used for. UNO has done so much with the funds that I have donated and I have been donating to UNO for years now. I know exactly where my money went to when I donated to UNO, will I get that when I donate to MTSU?"

Sherry: MTSU is doing a lot of great things with the financial support gathered from alumni. Although we cannot earmark any money for any specific purpose, all support is pooled together so that is can be used and allocated where most appropriate and where is can have the highest impact.

John: If I was to donate, I would like to know where my money is going. I really like to get the most out of my donations. I know MTSU could really use the money, but so can UNO. I like that I know what project my money is being used for. When I donated to UNO I knew my money was going to rebuild the campus after Katrina and I knew that my money was going to help the students to prepare for the real world. I really want my money to go to Dr. Burke's leadership research. Can you do that for me?

Sherry: John, though I cannot designate what specific projects the financial support will go to, I can tell you that your contribution will be used in the best possible way and MTSU is really in need of support. You mentioned that your money was going to rebuild the campus after Katrina, do you mind talking about what specific parts of campus they are rebuilding? Katrina was in 2005, are they still working on that project and are they still in need?

John: Yea of course. I'm very proud of the work I was supporting at UNO. My donation was going specifically to rebuild and update the main campus library and the project

was completed in the fall of 2013. When I was at UNO I spent a lot of late nights in that library and I'm very glad that I could be a part of the revitalization process of such a cornerstone of the UNO campus.

Sherry: It sounds like that the library at UNO was very important to you. I know that for me, when I look back on my college experience I know that I will think of my classmates and the experiences we shared together; gathering research, writing countless papers and late night practice sessions in preparation for the conference the next day. Your support to MTSU could help someone experience that and build those memories with the program and more importantly to their classmates.

John: Well what about preparing students for the real world? Could you tell me a little bit more about how MTSU is helping students be prepared for and enter the real world? I know when I graduated from MTSU, it was a huge awakening when I got my first job and I don't think MTSU helped that transition at all. I was like a squirrel in winter without any food. I had the hardest time right out of school. I think that MTSU should prepare the students better for working in the real world. Maybe some projects or something that would help gives a glimpse into what it will be like after graduation. UNO does a great job of providing practical experience that gives students a sense of the real world. I just want to make sure my money will have as big of an impact at MTSU as it did at UNO. What does MTSU do to prepare students? I really want my money to support a program that is preparing students in many different ways.

Sherry: Yea I mentioned earlier about Dr. Burke and Dr. Van Hein and their projects, but the other professors are very involved in the community as well. They have some great projects that students are playing a large role. For example, Dr. Frame and a few students are working with a local military veterans association, by offering workshops on resume writing, job searching, and interviewing skills. They are developing suggested training programs for the veterans that are helping them re-enter the civilian workforce. I think this is a great example of how MTSU is helping students enter the workforce because they are teaching others to enter the workforce all the while learning the skills themselves.

John: Yea, that is a great project. I wish we'd had a project like that when I was in school. That would have helped me out a great deal. Ok MTSU is sounding pretty good. I only have one last request. IN addition to receive the internal satisfaction of donating and supporting, I also like receiving more concrete acknowledgement for my donations. At UNO, I got a brick and plaque with my name on it. Whenever I visit the UNO campus, I see my name on that brick. It gives me a sense of contribution and tie to UNO. Does MTSU do anything like that?

Sherry: John, OF course. We appreciate all contributions and to recognize the support from our alumni, we have developed a recognition program. There are 4 levels of recognition levels; the Pinnacle Club, Legacy Club, the Visionaries Circle, and the Patrons Circle. If you would like I can describe what each level entails.

John: No that is ok. When I donated to UNO I use to get a plaque with my name on it and for being a long-term contributor, I received the brick I was telling you about. Does MTSU offer anything like that? Can I get a brick with my name on it?

Sherry: We don't have any bricks, but we do have some great ways of acknowledging our supporters. I think you will like the way we recognize our Pinnacle Club members. As a Pinnacle Club member, you will receive your name and favorite quote preserved in the granite fountain located near the center of the Grove. I have to say that I sit and eat lunch near this fountain almost every day and I watch the squirrels run and play while I eat my lunch. If you would prefer a plaque, the Legacy Club members are rewarded with a handcrafted mahogany plaque that will be placed on display in the lobby of the newly built Student Union building. You will also be given a handcrafted mahogany plaque for your enjoyment at home. I think these are both great options for you. What do you think?

John: I really like the idea of the fountain. That sounds great. What do I have to donate to get that? Could we do that \$1,000?

Sherry: Well with a donation of \$1,000 you would be part of the Visionaries Circle. Members of the Visionaries Circle are rewarded with larger than life check like publishing clearinghouse.

John: What would I do with an oversized check? The bank won't take it and I don't have anywhere to put it in my house. Are you sure I can't get my name on the fountain with \$1000?

Sherry: Sorry John, being a member of the Pinnacle Club requires a donation of \$5,000 or greater donation. I also told you about the Legacy Club, where you would get a plaque with your name on it. Members in the Legacy Club donate between \$3,000 and \$4,999 dollars. What do you think about these?

John: Wow that is a little surprising and honestly out of my budget. When I was donating to UNO I got the plaque for donating for only \$1,000. Are you sure you can't help me out?

Sherry: Well if you really want to be part of the Legacy or Pinnacle Club, we do offer a monthly donation program. This monthly donation plan allows you to distribute the total amount over the course of the entire year, but all monies must be donated within 12 months to be eligible for that year. If we set you up on this plan for the Pinnacle then your monthly donations would be about \$417 a month. For the Legacy Club the monthly donation amount would be at least \$250 a month.

John: I still don't know, especially because I don't know exactly where my money would be going. I will have to think about it. I do like that we could break up on a monthly basis. I wonder what the squirrels would do? I would definitely like to donate to MTSU, but I right now I don't know how much.

Sherry: John, that is ok. The monthly plan is very flexible and you would have a year to reach whatever level you would want to. You can start out at donating what is comfortable for you and if you come across some extra money that you would like to donate then you could increase your monthly donation. I did want to tell you that all donations can be considered write offs for tax purposes.

John: Sherry thank you for explaining that, but how do I donate?

Sherry: John first of all I want to thank you for your financial support of the MTSU I/O psychology fund. Your donation is greatly appreciated. To complete your donation you will access our website and create a profile with the Development Office. This profile is a protected profile where you can enter payment information, schedule

and adjust your payment amounts, track the progress of your donation level, and receive announcements from the MTSU Development Office. If I could get your contact information I would be happy to send the registration information.

John: Can I just access your website? I'm sure I can figure it out once I get on, it should be pretty easy.

Sherry: yea it is pretty easy, but we have a complete packet with tons of useful information that is very helpful. Getting your information also allows me to update our system so that you wont get called by another Development Representative asking for more donations.

John: Ok if keeps me from getting another call. My information is

John Peterson

Human Capital Consultant

Company: Outstanding Executive Solutions, Inc. (OES Inc.)

Address: 1000 Main Street, Nashville, TN 37201

Sherry: Thank you. And your phone number?

John: 615-987-4846

Sherry: John, thank you again for contributing to the MTSU I/O fund. I hope you have a great day.

John: Sherry, thank you and you have great day. Good bye

Sherry: Goodbye.

APPENDIX C: SCRIPT Y (MARK AND JANE)

Script Y (Mark and Jane)

Jane: Hello, how are you doing today? Thank you for taking the time to talk with me today. My name is Jane

Mark: Hi Jane, my name is Mark. Life is pretty good. I can't complain. There are a lot of people out there that have it a lot worse off than I do. I am glad I could meet with you today I'm doing well! I had a cancellation from one of the families I was interviewing about the Better Health Hospital Corporation wellness program. I feel so bad they had to cancel; they said they had a family emergency. I really needed to speak with them to finish this phase of the project, but I hope they are ok. I wonder if there is anything I can do for them. Maybe a basket or a card or something. Note to self, "Stop by the store after work to pick up something for Bill from accounting and his family. Sorry about that, got to take care of my people. Anyway, is there anything I can do for you?"

Jane: Ok well let us get started. You seem to be very busy. Well like I said, my name is Jane and am a I am a Development Representative working for the MTSU Development office and we are responsible for contacting alumni in efforts to raise financial support for MTSU.

Mark: No that is ok I have plenty of time for my alma mater. Please tell me all about what the I/O program is involved in. What are the professors doing these days?

Jane: Well as you know, the I/O program has a long history of providing assistance and aid to the advancement of Industrial/ Organizational psychology. The MTSU I/O mission is to promote student, personal, and professional success by providing the best possible academic experience in and out of the classroom. This program is designed to prepare students for entry-level positions in human resource departments, and provide a foundational background of I/O theories, methods, and practices. I am contacting you to discuss the opportunity for you to support the MTSU I/O program. The department currently has 7 full time professors with research interests in many different areas from leadership to community involvement.

Mark: Ok I would love to help in any way that I can lets see if we can work something out. Is that Dr. Hein still there, I really do not like that guy, he was my thesis advisor and he was always late to meeting because of soccer practice, and all he ever did was talk about soccer. I really hate the thesis process and think that MTSU is too applied to have a thesis option. Anyways how is MTSU helping the community? A sense of community is really important to me?"

Jane: I am glad you are so willing to talk with me. Dr. Hein is still part of the department. I don't know about his soccer and the thesis process, but I do know that many of the professors are being very active members in the community. The MTSU I/O program is really trying to impact the community for the better.

Mark: Oh yea. What kind of things is MTSU doing? Community is everything to me. I am a on the board for two nonprofit organizations in Middle Tennessee. I really hope that MTSU would use my money to make a positive impact in the community.

Jane: Mark, the I/O program is doing a lot of things in the community. Dr. Van Hein is working with a group of students who are helping a local family businesses to create a cost effective selection and compensation systems. They are helping them to hire and pay the right people. Dr. Frame and some of his students are working with a local biker club and military veterans association, by offering workshops on resume writing, job searching, and interviewing skills. Dr. Burke is getting involved with the international community by getting involved with the European Work and Organizational Psychology (EWAOP). She is has also spent the past few summers in Cuba studying leadership behaviors. Mark, I know you had some problems with Dr. Hein, but him and Dr. McCarthy are recently completed a needs assessment and developed training programs for new employees at the local Boys and Girls of America chapter. MTSU is really getting out there in the community.

Mark: It really makes me happy that my alma mater is getting out in the community. Being a part of your community is very important and is something that everyone should experience, but Jane I do come some concerns with the money I would donate. If I donate to MTSU. First, I want to know my money is going to benefit the community. Helping others is very important to me. I don't have a lot of money, and I want to make sure it is going to the right cause.

Jane: The money that you would donate would go to supporting the program and all of the projects and research. Though we cannot earmark the money for any specific project are to a specific professors, but your money will be pooled together and allocated in areas of where it is most needed. It would go to supporting to the success of future community projects

Mark: The second concern I have is that my money will be used to fund Dr. Hein's travels to conferences or something frivolous like that. I know that if he knew I was donating he would use all my money to by candy for all of his graduate students. That would be a lot of candy, they don't need to be eating that much candy, it would be way more than their daily recommended amount and really bad for their teeth. Note to self, "Check to see if I can get only healthy snacks put in the vending

machines at work, that would be so much healthier.”. Or maybe I should not donate at all. I don’t have a lot of money, and I think it could be put to much better use somewhere else. No, no it would be the right thing to do, I remember my days back at MTSU I owe it to MTSU to help out. I would like my money to go to Dr. Moffett, could you make sure that happens, he was my thesis advisor after Dr. Hein?

Jane: Mark, though we cannot designate donations to any specific person or project, it also won’t be going directly to Dr. Hein as well. All of the money donated will be going to the benefit of the students and does not directly go to professors. The money raised will help students conduct research, travel to conferences and other activities that further the field of I/O. The students are really the ones who are benefitting. So do you think you would be willing to support the MTSU I/O program?

Mark: I am open to the idea but my wife and I are struggling to keep our heads above water right now. I am in a really tight situation right now. My spouse is currently pursuing a Doctorate in Horticulture, so we are both living off of one income and what I left in savings. The economy has really hit us hard these past few years, but I will help in any way I can. There are so many other people less fortunate than us, you know? Actually, let me think, I can move some from my savings, I was going to use that for groceries and gas next month, but I can figure that out later. I also have some stashed away in case of an emergency. Hopefully we won’t have an emergency. So I can use that money too. My spouse always hates it when I take money out of the emergency fund, but we will just have to keep it a secret between us, right, it is the right thing to do and the money is going to a good cause. It will all be fine when my raise comes in next quarter, I will be able to pay back my parents, have plenty left over for emergencies, and be able to donate lots of money in the future.

I just want to make sure my money is going to the right place, since I don’t have a lot of it right now? I want my money to help the others, not fill them with candy, if you know what I mean?”

Jane: Mark is there any way that we could both benefit from this? I know you are very willing and excited to support MTSU financially, but we also do not want to cause harm to you. I hear that you did mention a possible raise coming up soon? Maybe we can work with that.

Mark: Yea I am supposed to be getting a raise next quarter, but at least that is what I have heard through the grapevine, none thing official of course.

Jane: I know giving and supporting your community is very important to you, so maybe you could give a small one time donation on the front end and then increase it more and more when you get your raise? This would help MTSU by having a long term supporter even if it is not a lot in the beginning. Would this work for you?

Mark: I think this would work out very well for me. I would not have to use all of my emergency fund and my wife would not be mad at me. She has plenty of other things to get mad at me for. I do have one other proposition for you, but it really depends on if we can have some say so in the process?

Jane: Well I don't really know and cant promise anything, but I will do everything in my power to help you out. Let's hear it.

Mark: Ok, I was talking with my boss the other day about my education and what some of my previous experiences and I told him about what a great opportunity I had at during graduate school. Well he is a huge supporter of education and well the company is looking to have a greater impact in the area and they are looking to make a large donation over the next couple of years. I told him that MTSU would be a great place for them to donate, especially if the money did not go to Dr. Hein. Students are the future right? I am sure we could work something out that would help both of us. I would have no problem convincing them that MTSU would be a great place to donate a very large sum of money, I would just have to be sure the money would be used to help the community and not Dr. Hein's conference attendance. We can do that right?"

Jane: Mark that is great news. I know that MTSU would really appreciate that support from BHHC. I would like to do anything I can to help you choose MTSU for your and your businesses financial support. I think that money would do a lot of great things for the students. We cannot specifically exclude Dr, Hein from receiving support from the I/O fund, but remember that the main purpose of the fund and the program is to promote student, personal, and professional success by providing the best possible academic experience in and out of the classroom. This financial support would help the students in tremendous ways.

Mark: Ok, I just need to think about it and take some time to talk with my spouse? We need to discuss our how much we will support and if MTSU is the right place.

There are a lot of nonprofit organizations out there that also need help. Yea, I think this would be a great way to help. This is so exciting; I will tell my boss on Monday about MTSU and some of the other charities I work with and he will decide what he will want to do. That money can go a long ways and want to make sure its in the right place. When we do decide to donate, how would I do that?

Jane: Of course, to complete your donation you will access our website and create a profile with the Development Office. This profile is a protected profile where you can enter payment information, schedule and adjust your payment amounts, track the progress of your donation level, and receive announcements from the MTSU Development Office. If I could get your contact information I would be happy to send the registration information.

Mark: Can I just access your website? I am sure I can figure it out once I get on, it should be pretty easy.

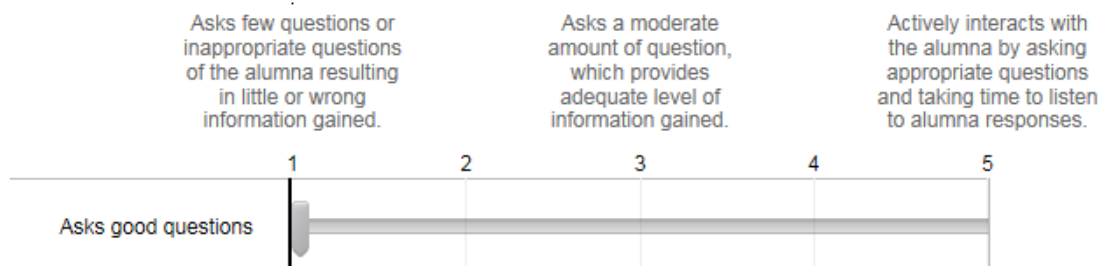
Jane: yea it is pretty easy, but we have a complete packet with tons of useful information that is very helpful. Getting your information also allows me to update our system so that you wont get called by another Development Representative asking for more donations.

Mark: Ok if keeps me from getting another call. My information is
Mark Parnham
Wellness Program consultant
Company: Betterlife Health Hospital Corporation

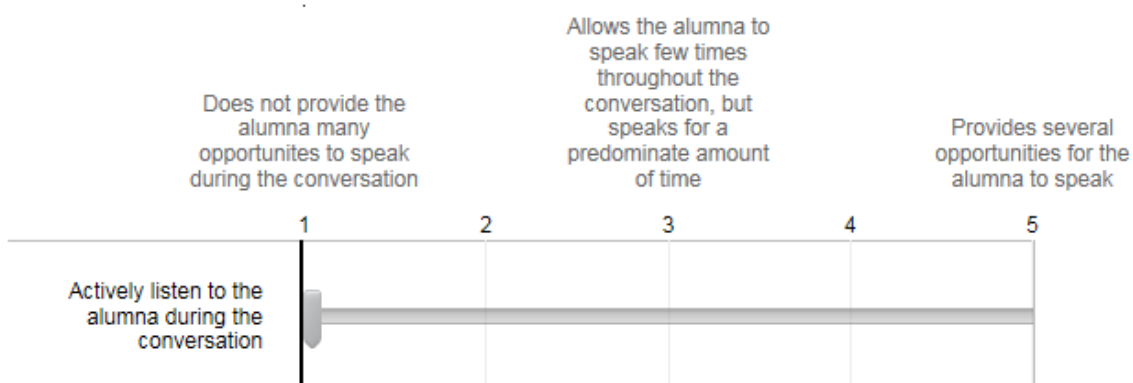
APPENDIX D: BARS RATING FORM

BARs Rating Form

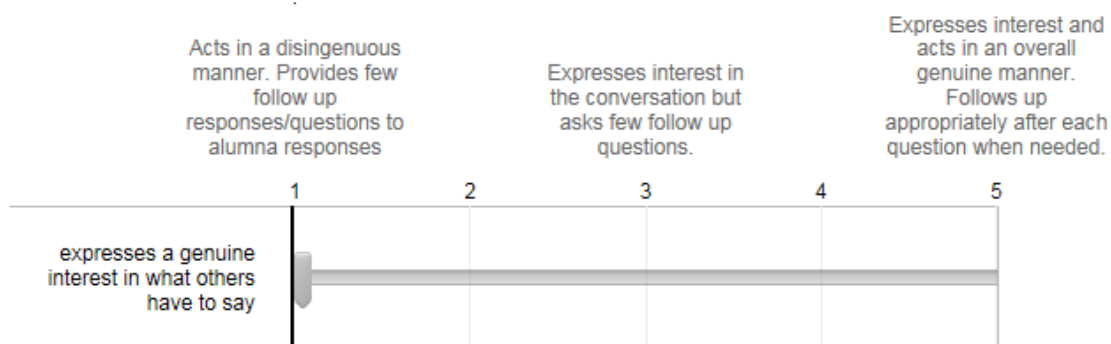
Please rate the Development Representative on the this dimension of Communication



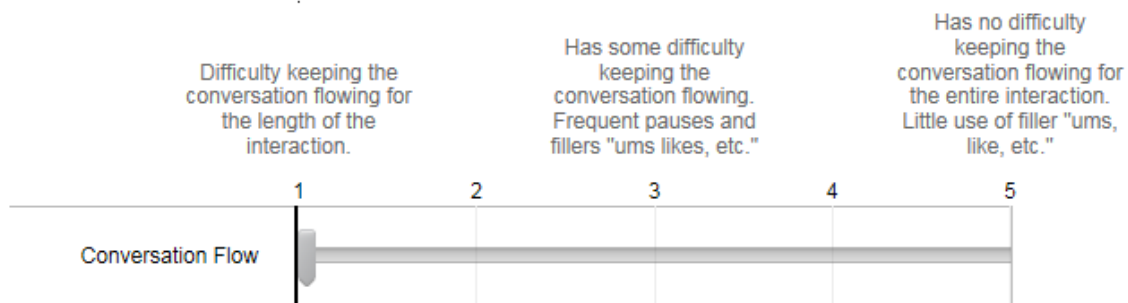
Please rate the Development Representative on the this dimension of Communication



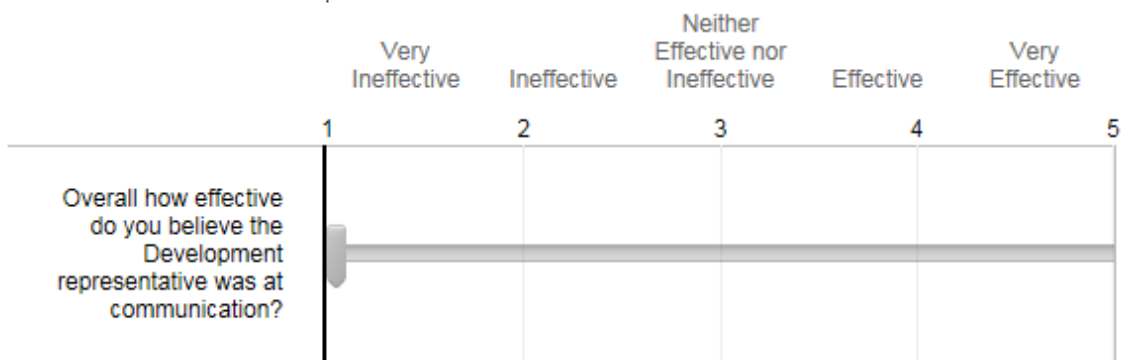
Please rate the Development Representative on the this dimension of Communication



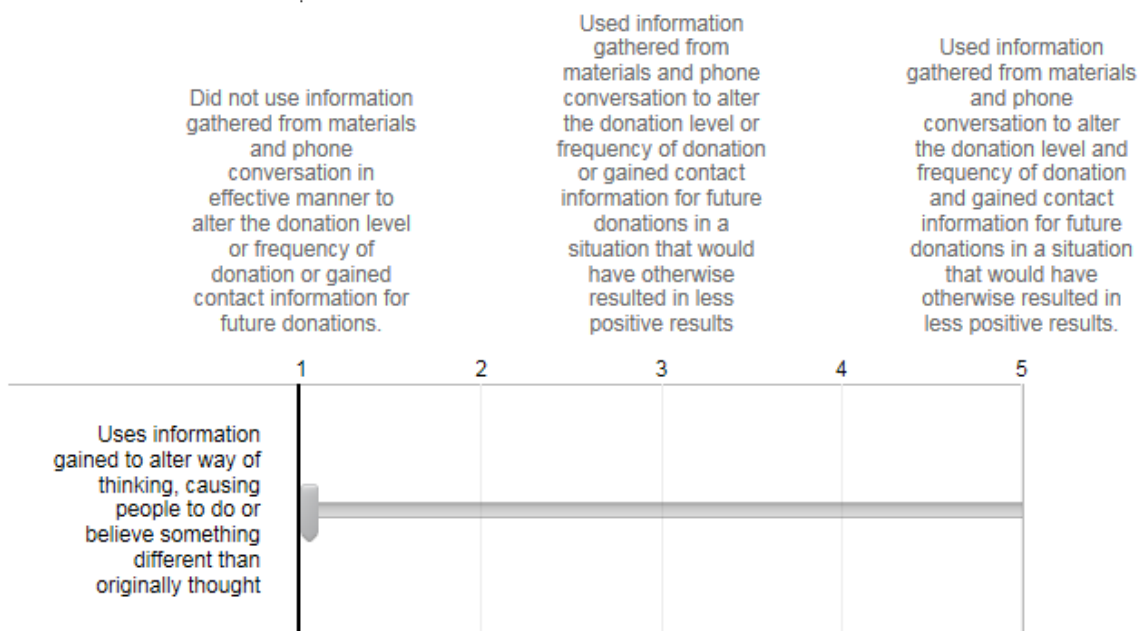
Please rate the Development Representative on the this dimension of Communication



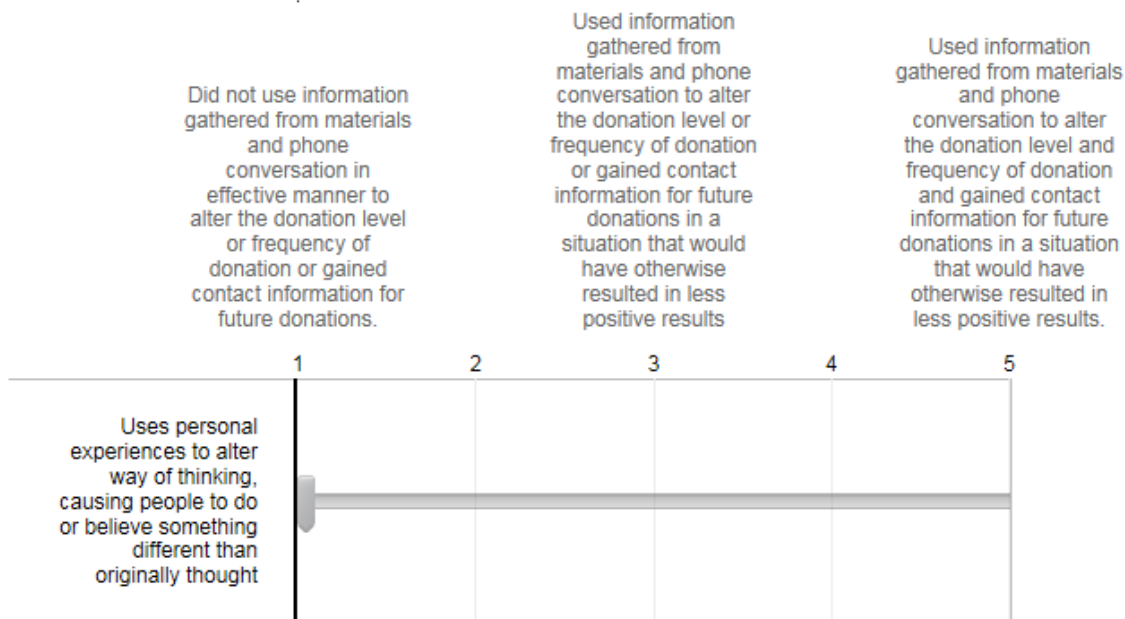
Overall Communication:



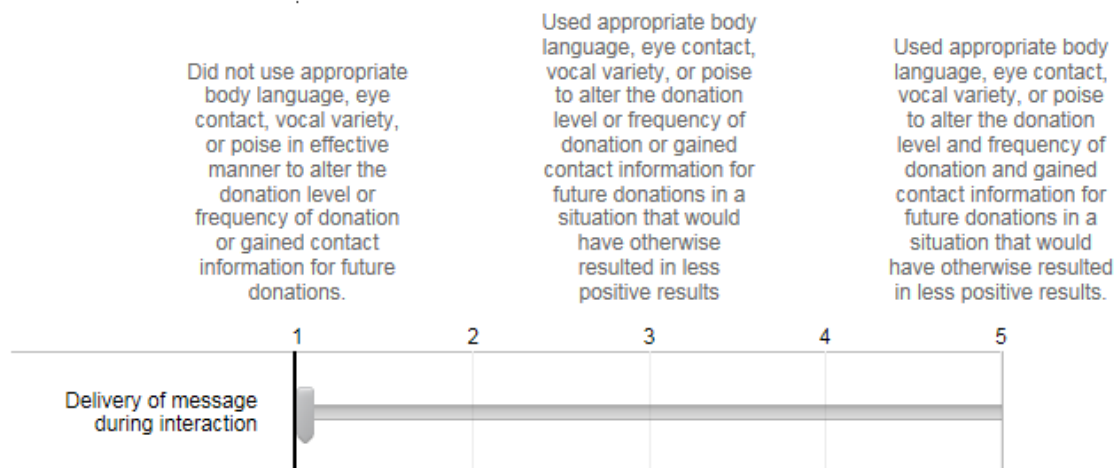
Please rate the Development Representative on the this dimension of Persuasion



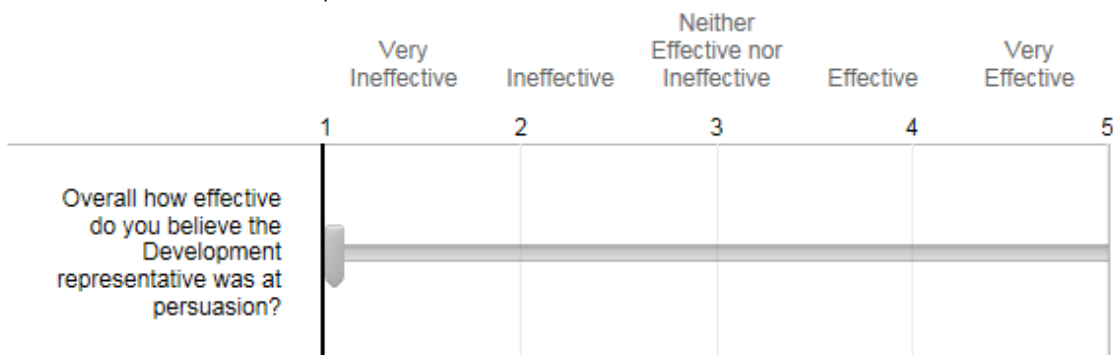
Please rate the Development Representative on the this dimension of Persuasion



Please rate the Development Representative on the this dimension of Persuasion



Overall Persuasion:



APPENDIX E: PERCEPTIONS OF FAIRNESS

Perceptions of Fairness

Q181 Please select the interaction method by which you think the Development Representative Communicated most effectively.

- Face-to-face (1)
- Telephone (2)
- No difference (3)

Q182 The Face-to-face interaction gave the Development Specialist the opportunity to present their best side.

- Strongly Disagree (1)
- Disagree (2)
- Somewhat Disagree (3)
- Neither Agree nor Disagree (4)
- Somewhat Agree (5)

Q183 The Telephone interaction gave the Development Specialist the opportunity to present their best side

- Strongly Disagree (1)
- Disagree (2)
- Somewhat Disagree (3)
- Neither Agree nor Disagree (4)
- Somewhat Agree (5)

Q184 I think the Face-to-face interaction would be an appropriate selection procedure for the position of Development Representative.

- Strongly Disagree (1)
- Disagree (2)
- Somewhat Disagree (3)
- Neither Agree nor Disagree (4)
- Somewhat Agree (5)

Q185 If you were a Development Representative, which interaction method do you believe would be the most difficult?

- Face-to-face (1)
- Telephone (2)
- No difference (3)

Q186 Please select the presentation method you think is the most effective, for the use future use by the Development Representatives?

- Face-to-face (1)
- Telephone (2)

Q188 Please select the interaction method by which you think the Development Representative was most Persuasive.

- Face-to-face (1)
- Telephone (2)
- No Difference (3)

Q189 I think the Telephone interaction would be an appropriate selection procedure for the position of Development Representative.

- Strongly Disagree (1)
- Disagree (2)
- Somewhat Disagree (3)
- Neither Agree nor Disagree (4)
- Somewhat Agree (5)

Q190 It was easy to for the Development Representative to speak to the alumni during the Face-to-face role-play

- Strongly Disagree (1)
- Disagree (2)
- Somewhat Disagree (3)
- Neither Agree nor Disagree (4)
- Somewhat Agree (5)
- Agree (6)
- Strongly Agree (7)

Q191 I feel positive about the Development Representative's performance during the Face-to-face interaction.

- Strongly Disagree (1)
- Disagree (2)
- Somewhat Disagree (3)
- Neither Agree nor Disagree (4)
- Somewhat Agree (5)
- Agree (6)
- Strongly Agree (7)

Q192 The Development Representative was able to find a creative solution the challenges presented during the Telephone interaction.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q193 The Development Representative was able to find a creative solution the challenges presented during the Face-to-face interaction.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q194 The Development Representative was able to implement a new approach when presented with a problem in the Face-to-face interaction.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q195 The Development Representative was able to implement a new approach when presented with a problem in the Telephone interaction.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q196 The Development Representative was able to be flexible and open-minded in the Face-to-face interaction.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q197 The Development Representative was able to be flexible and open-minded in the Telephone interaction.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q198 The Development Representative was open and accepting of negative comments in the Face-to-face interaction.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q199 The Development Representative was open and accepting of negative comments in the Telephone interaction.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q200 The Development Representative was able to maintain objectivity and keep focused on the task at hand in the Face-to-face interaction.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q201 The Development Representative was able to maintain objectivity and keep focused on the task at hand in the Telephone interaction.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q202 The Development Representative was able to change their plan of action based on the comments made by the other person in the Telephone interaction.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

Q203 The Development Representative was able to change their plan of action based on the comments made by the other person in the Face-to-face interaction.

- Strongly Disagree (1)
- Disagree (2)
- Neither Agree nor Disagree (3)
- Agree (4)
- Strongly Agree (5)

APPENDIX F: DEMOGRAPHIC QUESTIONS

Demographic Questions

Q4 Enter your age?

Q5 Please indicate the ethnicity that best describes you?

- American Indian or Alaska Native (1)
- Hawaiian or Other Pacific Islander (2)
- Asian or Asian American (3)
- Black or African American (4)
- Hispanic or Latino (5)
- Non-Hispanic White (6)

Q6 What is your highest education level achieved?

- Less than high school diploma (1)
- High school diploma or GED (2)
- Some college or associate degree (3)
- Bachelors degree (4)
- Some graduate education (5)
- Graduate degree (6)

Q7 Are you currently enrolled in school?

- Yes (1)
- No (2)

Answer If Are you currently enrolled in school? Yes Is Selected

Q8 What year in school are you?

- Freshman (1)
- Sophomore (2)
- Junior (3)
- Senior (4)
- Graduate (5)

Q9 Please indicate your gender

- Male (1)
- Female (2)

Q10 Current Employment Status (Check all that apply)

- Employed full time (1)
- Employed part time (2)
- Unemployed / Looking for work (3)
- Student (4)
- Homemaker (5)
- Retired (6)

Answer If Current Employment Status Employed full time Is Selected

Q11 Please indicate the number of years you have been employed full time (40+ hours a week), even if you are currently unemployed

- Less than 1 year (1)
- 1-3 years (2)
- 3-5 years (3)
- 5-10 years (4)
- 10 + years (5)

Answer If Current Employment Status Employed part time Is Selected

Q12 Please indicate the number of years you have been employed part time (less than 40 hours a week), even if you are currently unemployed

- Less than 1 year (1)
- 1-3 years (2)
- 3-5 years (3)
- 5-10 years (4)
- 10 + years (5)

Q13 Generally speaking, how comfortable do you feel using a computer?

- Not at all comfortable (1)
- Not very comfortable (2)
- Somewhat comfortable (3)
- Very comfortable (4)

Q14 Generally speaking, how comfortable do you feel using an on-line videoconferencing application (Skype, Facetime)?

- Not at all comfortable (1)
- Not very comfortable (2)
- Somewhat comfortable (3)
- Very comfortable (4)

Q15 Have you ever participated in a phone interview?

Yes (1)

No (2)

Q16 Have you ever participated in a role play?

Yes (1)

No (2)

APPENDIX G: IRB APPROVAL LETTER



2/23/2015

Investigator(s): Wesley Camp, Mark Frame
Department: Psychology
Investigator(s) Email Address: wac3r@mtmail.mtsu.edu; Mark.Frame@mtsu.edu

Protocol Title: Technology and Communication: How Do You Rate Performance?

Protocol Number: #15-190

Dear Investigator(s),

Your study has been designated to be exempt. The exemption is pursuant to 45 CFR 46.101(b)(2) Educational Tests, Surveys, Interviews, or Observations.

We will contact you annually on the status of your project. If it is completed, we will close it out of our system. You do not need to complete a progress report and you will not need to complete a final report. It is important to note that your study is approved for the life of the project and does not have an expiration date.

The following changes must be reported to the Office of Compliance before they are initiated:

- Adding new subject population
- Adding a new investigator
- Adding new procedures (e.g., new survey; new questions to your survey)
- A change in funding source
- Any change that makes the study no longer eligible for exemption.

The following changes do not need to be reported to the Office of Compliance:

- Editorial or administrative revisions to the consent or other study documents
- Increasing or decreasing the number of subjects from your proposed population

If you encounter any serious unanticipated problems to participants, or if you have any questions as you conduct your research, please do not hesitate to contact us.

Sincerely,

Lauren K. Qualls, Graduate Assistant
Office of Compliance
615-494-8918