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Running Head: THE IMPACT OF ACCOUNTABILITY AND EMPLOYMENT EQUITY

The Impact of Accountability in Employment Equity
and Minority Hiring Situations

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Saint Mary's University

A Thesis Submitted in Partial Fulfillment of the Requirement for the Degree of
Master of Science in Applied Psychology (Industrial/Organizational)

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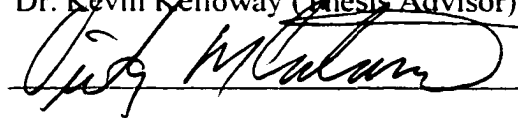
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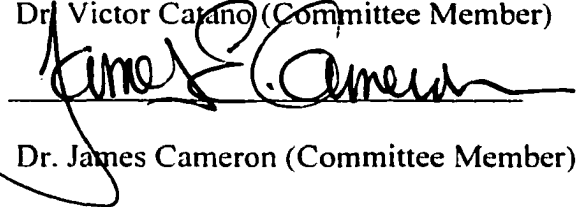
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Abstract**The Impact of Accountability in Employment Equity
and Minority Hiring Situations****Maria D. Ashkewe****Submitted April 23, 2001**

This experiment investigated the impact of accountability - the need to justify one's views to others - on ratings of videotaped interview performance and likelihood of hiring. Participants were shown a Native or non-Native fictional job applicant applying for a position in human resources, and were presented as applying in the context of an Employment Equity programme, or they were not. As well, participants were either told that they may be asked to justify their ratings of the applicant (accountability condition), or they were not told this information. Significant differences were found between ratings given for Native and non-Native candidates on three of four rating variables, with Native candidates rated lower. A main effect of Employment Equity was also found, although it was not easy to explain. Contrary to patterns found in past literature, no significant impact of accountability under any condition was found. In light of the findings, the possibility of hiring discrimination is proposed.

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Acknowledgments

I would like to extend my warmest appreciation to my advisor, Dr. Kevin Kelloway, whose insight and support throughout this process was invaluable. A special thanks also goes out to Dr. Vic Catano, Dr. Jim Cameron, and Dr. Terry Wagar, who generously gave their time to assist with the editing and completion of this project.

As well, I would like to thank my husband, Mike, who generously gave his time and energy to assist with the completion of this project. And a special thanks also goes out to two of my closest friends with whom I have endured my most difficult educational challenges: Sonya, whose optimism and drive to succeed led me to believe that I could also do anything I put my mind to, and Martin, whose late night statistical advice and encouragement throughout this journey was much appreciated. Your support was invaluable, and I believe that this project would not have been possible without you. Last, but not least, I would like to thank my son, Carver, whose mere presence can light up the room, and whose smile was a constant reminder to treasure the smallest things in life.

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The Impact of Accountability in Employment Equity and Minority Hiring Situations

Accountability, defined as the implicit or explicit expectation that one may be called on to justify one's beliefs, feelings, and actions to others, has become an increasingly important aspect of decision making in our society (Lerner & Tetlock, 1999). There is a growing recognition that anyone in power should be held accountable for their decisions and should be required to justify those decisions to both higher authorities and the general public. One area of research that has recently focused on the impact of accountability is that of employee selection. This recent surge of interest stems from Human Rights Legislation that bans the pursuit of discriminatory employment practices, as well as individual acts of discrimination based on certain grounds including national or ethnic origin (Hodges-Aeberhard & Raskin, 1997). This legislation is particularly important for Natives in Canada, who have faced a deficit in comparison to non-minorities in hiring rates after completing post-secondary education (Wannell & Caron, 1994), and are underrepresented in the workforce in comparison to their percentage in the population (Employment and Immigration Canada, 1988).

However, hiring decisions are not made independent of programmes designed to assist with this problem such as Employment Equity programmes in Canada and Affirmative Action programmes in the United States. These programmes are in place to ensure equal representation of all minorities, including women, those with physical handicaps, and visible minorities. The current research addresses the impact of accountability in hiring decisions for Native Canadians in the context of Employment

Equity programmes, and explores the possibility that discrimination in the selection process may play a major role in the underrepresentation of Natives in the workforce.

Thus, the current study explores the impact of interviewer accountability for evaluating a minority applicant in situations where an Employment Equity programme may be in place. Manipulating the ethnic background of the applicant, accountability, and the presence of an equity programme leads to three specific hypotheses. First, Native job applicants will be judged less favorably than non-Native applicants in the hiring process. Second, there will be an interaction between the independent variables of Employment Equity and Native/non-Native, such that groups shown a Native applicant will rate the applicant similarly to groups shown a non-Native applicant when there is an Employment Equity programme in place, and groups shown a Native applicant will rate the applicant less favourably than the groups shown the non-Native applicant when there is no Employment Equity programme in place. Third, the difference in performance ratings between the accountable and non-accountable groups (both with Employment Equity Programmes) will be larger for groups that were presented with the Native applicant video with the non-accountable groups giving lower overall ratings.

Discrimination Issues in Selection

Employment Equity programmes, by nature, seek to overcome discrimination in employment experienced by ethnic minorities and persons with disabilities. They are legislatively based initiatives that build on existing anti-discrimination statutes (Hodges-Aeberhard & Raskin, 1997). Canadian approaches to equity programmes seek to

establish a process to remove structural discrimination in employment and its resulting disadvantages.

Discrimination is a very serious and emotional topic. "It can be defined as the individual acts of preference that may result in a majority preference which by its existence excludes or inconveniences some minority" (Block & Walker, 1981).

Discrimination can occur against women, racial minorities, Native peoples, and persons with disabilities, although the disadvantages that they face may be different. Such disadvantages include higher rates of unemployment than other people, more discrimination in finding jobs, denial of opportunities because of discrimination, underrepresentation in managerial positions, and overrepresentation in jobs that provide low pay and little chance for advancement (Cornish, 1996).

The changing nature of the workforce, and in particular increased workforce diversity, contributes to a focus on issues of discrimination in selection (Catano, Cronshaw, Wiesner, Hackett, & Methot, 2001). In particular, between the years of 1986 to 1991, there was a 49 per cent increase in employment among 25-34 year olds that was attributable to recent immigrants (Chui & Devereaux, 1995). As well, up to 70 to 80 percent of new entrants into the workforce are women and nonwhites (Catano et al., 2001). As of 1993, women and minorities constituted 65 percent of the workforce, only 3 percent of top jobs were held by women, and 2 percent were held by minorities (Stephenson & Krebs, 1993).

Of particular interest is the extent to which discrimination may be affecting the hiring rates of Native peoples in Canada, particularly those who are entering the

workforce after completing post-secondary education. According to Statistics Canada, only a 3 percent share of the workforce population is Native compared to the Native representation in the overall population of 3.8 percent (Wannell & Caron, 1994). Despite the fact that there are no significant differences between the starting salaries of Native graduates and other graduates, there is a significant disparity between the unemployment rates for the two. Native graduates have a rate up to 10 times higher than those of other groups (Employment and Immigration Canada, 1988). While it is almost impossible to target all of the multiple causes for such a disparity, research may attempt to clarify where some of the problems may lie (Wannell & Caron, 1994).

In the current study, the possibility of discrimination in the ratings of interview performance for Natives is addressed through the administration of the Modern Racism Scale (McConahay, 1986). This particular scale is used since most recent approaches to racism agree that its contemporary form, in contrast to traditional measures of blatant (“old-fashioned”) racial prejudice, is more indirect, subtle, and likely to be expressed in more non-racial terms because of social desirability concerns (Williams, Jackson, Brown, Torres, Forman, & Brown, 1999). Therefore, the first hypothesis is:

H1: Native job applicants will be judged less favorably than non-Native applicants in the hiring process.

Employment Equity in Canada

There have been several different definitions of Employment Equity, but the Canadian Employment and Immigration Commission (1982) defines it as “a comprehensive planning process for eliminating systemically induced inequalities and

redressing the historic patterns of employment disadvantages suffered by members of target groups”(pg 3). Broadly speaking, Employment Equity exists when a company ensures that it operates without disadvantaging any racial group or gender (Crosby & Clayton, 1990). Although the goal of Employment Equity is widely known, its methods have been somewhat controversial. These methods include setting and hiring promotion goals, focusing recruiting efforts on specific subgroups, providing targeted training and development support, and tracking personnel actions (Hitt & Keats, 1984).

Under Canada’s federal system of government, Employment Equity policy falls under both federal and provincial jurisdiction (Harvey & Blakely, 1993). The federal government’s Employment Equity policy consists of two parts. First, there is the Legislated Employment Equity Programme, which mandates Employment Equity programmes for all federally regulated businesses with 100 or more employees (Cronshaw, 1988). While this legislation does not require that companies set firm hiring quotas, annual employment reports have to be filed every year, indicating not only the absolute numbers of their hiring, but also salaries, promotions, and terminations of designated group members (Cornish, 1996). These reports are publicly available, and are provided to the Human Rights Commission for scrutiny. While there is not a penalty for failing to achieve equity, there is a penalty for failing to file. The second element of the federal government’s Employment Equity policy actually extends beyond the federally regulated sector (Harvey & Blakely, 1993). The Federal Contractors Programme for Employment Equity applies to any employer who wishes to bid on federal contracts of \$200, 000 or more. These employers, if they have 100 or more employees, must show that they are taking appropriate measures to maintain a fair and representative workforce.

Those who do not certify their willingness to implement Employment Equity lose their eligibility to bid on these federal contracts (Cornish, 1996).

Provincially, each is responsible for setting Employment Equity policy for employers falling under their jurisdiction (Harvey & Blakely, 1993). Ontario, for example, although at one time enacting much stronger legislation extending to private sector employers, is now moving toward Employment Equity through four decisions. These are that Employment Equity will be legislated, that Employment Equity will designate four groups (Native peoples, persons with disabilities, racial minorities, and women), Employment Equity will cover the public, broader public and private sectors, and that Employment Equity will be mandatory. Various provinces also have contract compliance laws as part of their human rights legislation (Cornish, 1996).

There are several objectives of using Employment Equity policies to hire women and minorities. First, Employment Equity creates an inter-organizational labour market that reflects the organization's external labour market (Kravitz & Platania, 1993). Employment Equity also increases employment opportunities for women and minorities, and helps ultimately to achieve equality in society (Singer, 1993). There is also an attempt to accommodate diversity in the workplace (Leck, Saunders, & Charbonneau, 1996), and to build a source of competitive advantage (Parker, Baltes, & Christiansen, 1997). It is also a social policy designed to overcome past discrimination against these particular disadvantaged groups and to increase their representation in employment and educational settings (Major, Feinstein, & Crocker, 1994; Heilman, Block, & Lucas, 1992). Lastly, Employment Equity policies are aimed at giving minorities compensation

for their suffering in the past, and to provide role models in the workforce for minorities (Singer, 1993).

So the question remains: Who are the people supporting these Employment Equity efforts? Murrell, Dietz-Uhler, Dovidio, Gaertner & Drout (1994) proposed a social identity theory that states that individuals are motivated to defend or promote the interests of the social group that they belong to, regardless of whether they personally benefit from Employment Equity programmes. In a test of this theory, Konrad and Linnehan (1995) found that demographic groups indeed differed significantly from one another in expressed attitudes toward identity-conscious activities. Particularly, people of colour expressed the most support for Employment Equity while White men expressed the least. In addition, Kravitz and Platania (1993) found that although ratings were not related to ethnicity, Blacks and Hispanics had more positive attitudes toward affirmative action than did Whites, and women were generally more in favour of Employment Equity than men. This could be due to the fact that White men are not likely to benefit from such programmes, and hence are not interested as much in their implementation. In addition, they may also feel that there is increased competition for their jobs if these types of programmes are in place. Leck et al. (1996) found that younger employees were more likely to be resistant to Employment Equity and to the integration of minorities into the workplace than were older workers. This may be because younger workers are more concerned about their opportunities for advancement or promotion being occupied by minorities, hence, more likely to resist new members.

Other negative attitudes are apparent in individuals' resistance to the implementation of Employment Equity programmes. Leck et al. (1996) proposed two

reasons why employees may resist integration of minorities into the workforce. First, Employment Equity was most likely to be resisted when notions of equity and equality were violated, and second, when employment related decisions were inconsistently applied. Murrell et al. (1994) also proposed that resistance to Employment Equity may occur because individuals believe that category membership such as race or gender should not be a relevant criterion used in merit-based decisions.

Crosby (1994) proposed three reasons why Employment Equity is problematic and can induce resistance. First, Employment Equity brings us to face the unpleasant realities of discrimination and prejudice, and most people do not want to face this reality. Next, Employment Equity can appear to threaten an employee's belief in the predictability of his or her career path. Lastly, programmes such as Employment Equity can pose a threat to the ideal of individualism. This means that people are afraid of addressing a minority as a person who is identifiable and has individual traits.

One paradox of contemporary Employment Equity literature is that although individuals may support the principles underlying affirmative action, they may resist the implementation of specific policies in their organizations (Murrell et al., 1994). For example, although 76 percent of White respondents agreed that Employment Equity programmes help minorities to get ahead, these participants opposed giving preferential treatment to a Black worker over a White worker (Murrell et al., 1994). Turner and Pratkanis (1994) found similar results. They noted that although 73 percent of Whites claimed to favour Employment Equity programmes in general, less than half of these respondents endorse specific remedies such as setting aside jobs and hiring certain numbers of target group members.

Programmes such as Employment Equity facilitate career opportunities of women and ethnic minorities in fields where they are not traditionally represented (Grace, 1994). These fields include physical occupations like forestry, mining, and construction, status senior management positions, and positions in medical school (Employment and Immigration Canada, 1988). Women and minorities accepted into medical school may have lower scores upon admission, but they do well in residency, graduate with other students, and pass licensure exams along with their classmates. As one representative of the Association of American Medical Colleges noted, these diverse doctors are more likely to be knowledgeable of, and sympathetic towards, the economic, social, and cultural needs of minority patients. They are also more likely to pursue careers especially relevant to the needs of such patients (general internal medicine, general pediatrics, and family practice) and far more likely than other physicians to practice in underserved minority communities.

An internal labour market will reflect that of the external labour market through the implementation of equity programmes (Leck et al., 1996). This balance between workforce availability and workforce composition indicates a fair and proper representation of women and minorities in the workplace. The Canadian Forces also notes that the hiring of minorities and women is also vital to the well-being and survival of an institution ("Military Women," 2001). Also of relevance is the gain in competitive advantage that is achieved through accommodating diversity in the workplace, specifically through drawing on a wider and more diverse pool of skills and experiences (Cornish, 1996). A diverse workforce also brings in new approaches, new insights, new ideas, and new solutions to the workplace (Das, 1998). This in turn enables an

organization to bring out new products and services, reduce costs, improve efficiency or compete in foreign markets more effectively. Other advantages of Employment Equity are increased role models for minorities in the workplace, correction of past unfair discrimination suffered by minorities, and avoiding adverse impact in employment hiring (Singer, 1993). Caudron (1994) has also noted the positive impact that workforce diversity has on the development and maintenance of effective work teams.

The current research looks to confirm the advantages of an Employment Equity programme by addressing the fact that Employment Equity seeks to counteract subtle discrimination in job assignment (Coate & Loury, 1993). This leads to the second hypothesis:

H2: There will be an interaction between the independent variables of Employment Equity and Native/non-Native, such that groups shown a Native applicant will rate the applicant similarly to groups shown a non-Native applicant when there is an Employment Equity programme in place, and groups shown a Native applicant will rate the applicant less favourably than the groups shown the non-Native applicant when there is no Employment Equity programme in place.

Accountability

A major conclusion in the literature over the years is that individuals' judgments are subject to innumerable errors and biases (Ashton, 1992). However, the importance of the context of these decisions and judgments has been largely ignored, especially with regard to specific situations of the selection interview. An important consideration is the types of interviewer characteristics and/or context effects that may come into play into

situations such as the structured interview. Of particular interest in the present research is the impact of accountability in this evaluation process, which refers to the implicit or explicit expectation that one may be called on to justify one's beliefs, feelings, and actions to others (Tetlock, 1992). Implicit in the notion of accountability is that people who do not provide justification for these beliefs, feelings, and actions will suffer negative consequences such as disdainful looks or as severe as loss of one's livelihood (Stenning, 1995). The importance of this phenomenon is stated by Tetlock (1985), who argued that accountability is a universal feature of everyday decision-making environments, and that the importance of accountability will increase as organizations explore structures that are less hierarchical and increase the use of team-based operations (Frink & Ferris, 1999).

Studies that have considered the influence of accountability have reached a general consensus as to its impact. In particular, holding raters accountable for their rating decisions enhances the quality of their performance ratings in different motivational contexts (London, Smither, & Adsit, 1997), and improves the care with which decisions are made and the complexity with which information is processed (Klimoski & Inks, 1990). In a study of performance evaluation using videotaped simulation, Mero and Motowidlo (1995) found that participants who were made to feel accountable by having to justify their ratings to the experimenter in writing rated their simulated subordinates more accurately. Rozelle and Baxter (1981) conducted a similar study in which they looked at the effects of judge accountability in an evaluation of a target. The judges, when under the situational role constraint of accountability, produced more reliable descriptions of targets that reflected actual characteristics of the target than

when under no such constraints. These studies reflect the impact that accountability has on how subjects encode and process incoming information (Tetlock, 1983a).

Although there is an increase in effortful processing due to accountable decision making, the amount of change in cognitive effort depends on several factors (Tetlock, 1992). First, it is important to ensure that subjects are made accountable to a source whose opinions are unknown (Hatstrup & Ford, 1995), as when the views of an audience are known, accountable decision makers engage in more effortful processing of information in an attempt to develop arguments for their final position (Tetlock, 1983b). Accountable negotiators flexibly shift their goals according to the constituency's views. For instance, accountable negotiators who believed they would be rewarded for their objectivity were better able to perceive interests compatible with the other party than were unaccountable bargainers (Thompson, 1995).

Accountability also influences how people acquire and process performance information in the course of evaluation. For example, raters are more careful at evaluating performance behaviours and are more observant if they know that their ratings will have important consequences (Murphy, Balzer, Kellam, & Armstrong, 1984).

Accountability hinders some simple decision making processes as well. Adelberg and Batson (1978) studied the impact of accountability in a study with financial-aid agents who were either accountable or unaccountable for their resource allocations to potential aid recipients or to the resource providers. When financial resources were inadequate to cover the needs of all recipients, only accountable agents matched resources to needs adequately. On the other hand, those who were accountable for their

financial allocations gave an inadequate amount of resources to all (thereby creating waste) rather than choosing who would get enough to meet their needs. Therefore, in this situation of resource scarcity, accountability caused decision makers to be fair yet inefficient.

Other studies have addressed the benefit of accountability with regard to the quality of those ratings in specific situations. Tetlock (1983a) had subjects in his study justify their decisions to others with known or unknown views on a topic that was to be decided upon. When a subject was accountable to an individual with known views, the subjects tended to shift their opinions toward the direction of the other person. This supports the notion that having to justify a decision to others affects both the decision process and decision outcomes. Therefore, while accountability implies an increase in personal responsibility for judgments and decisions, the dynamics of the social contexts in which those decisions are made are clearly important (Klimoski & Inks, 1990). This leads to the third and final hypothesis:

H3: The difference in performance ratings between the accountable and non-accountable groups (both with Employment Equity programmes) will be larger for groups that were presented with the Native applicant video with the non-accountable groups giving lower overall ratings.

The Current Study

This research addresses accountability in a previously unaddressed paradigm for studying judgment and choice, particularly in selection situations in which an Employment Equity programme is in effect for Native applicants. It also reinforces the

notion that the social meaning of organizations is, in part, dependent on people holding one another accountable for their decisions and actions (Cummings & Anton, 1990). Accountability is also central to our understanding of organizational coordination and integration, and without it organizations and people within them would find organizational life increasingly precarious and tentative.

Method

Participants

Participants were 183 first year undergraduate students at a Canadian university and were randomly assigned to one of eight experimental groups. Participants were tested in groups consisting of between 2 to 15 participants for both Session 1 and Session 2. Fifty males and one hundred thirty two females participated (one participant did not indicate gender), with a mean age of 21.5. Out of 181 who indicated their minority status, only 20 identified themselves as a visible minority. The number of participants that were assigned to each condition are presented in Table 1, and these ranged from 21 to 26 participants per condition. Participants received bonus marks for their introductory psychology courses for their participation in the study.

Materials

Most materials used in this research were adapted from a study by Chapman & Webster (in press) who studied the impact of videoconferencing on the ratings of an applicant. Adapted materials included a job description, the script for a videotaped interview of a fictitious applicant for a fictitious job opening, the applicants' resume, the

Table 1

Group Size By Employment Equity, Native/non-Native, and Accountability (N=183)

Native Applicant:

	ACCOUNTABILITY	NO ACCOUNTABILITY
EMPLOYMENT EQUITY	26	25
NO EMPLOYMENT EQUITY	23	22

non-Native Applicant:

	ACCOUNTABILITY	NO ACCOUNTABILITY
EMPLOYMENT EQUITY	22	23
NO EMPLOYMENT EQUITY	21	21

pre-interview rating scale, the post-interview rating scale, and both Pre- and Post-Interview Likelihood of Hiring items. All descriptions of these materials were taken from Chapman & Webster (in press).

The job description for a Personnel Officer was created by modifying a generic job description obtained from the *National Occupational Classification* (roughly the Canadian equivalent of the *American Dictionary of Occupational Titles*,; see Appendix A). Next, a resume was designed for the fictitious job applicant (see Appendix B). In an effort to maximize the variability in rater evaluations and to avoid ceiling and floor effects, an attempt was made to construct an “average” resume. A member of University of Waterloo’s Career Services Center was asked to review the resume and it was judged to be realistic and of average quality.

Next, a script was drafted for a 15 minute employment interview (see Appendix C). A variety of questions were chosen for the interviewer to ask including job relevant behavior-based questions (Janz, 1982), situational questions (Latham, 1989), and several questions that are commonly used by interviewers to add authenticity to the interview (e.g., “What are your strengths and weaknesses?”).

Two interviews were videotaped for this study that served as the materials for the Native/non-Native manipulation. Male actors, approximately 25 years of age, were hired to play the parts of both interviewer and applicant for the videos. One videotaped interview was created using a Native as an applicant for the job, and the other interview was created using a non-Native as the applicant. In order to match the videos for the Native and non-Native applicants as closely as possible, similar scripts, identical

interviewers, and identical interview locations were used in the production of the videos. An “applicant” of average appearance was chosen to avoid a potential restriction of range associated with physical attractiveness. The interviewer was to be off camera so he was selected based on voice qualities (maturity, authoritativeness). The applicant’s answers were scripted although some improvisation was encouraged to enhance the realism of the interview. Applicant responses and mannerisms were designed to represent an average to slightly below average performance in the interview. Those in the Native groups were shown the video with the Native applicant video, and those in the non-Native groups were shown the non-Native applicant video.

Procedure

Participants were invited to attend two sessions for this study that were spaced two weeks apart. In the first session, which took approximately 10 minutes, participants were asked to complete a questionnaire entitled the Social Attitudes Questionnaire that was targeted toward measuring their values and attitudes towards various social issues such as racism. Participants were instructed to place a “Rater Code” on the survey that consisted of their day and month of birth and the first two letters of their mothers maiden name. Participants were told that the Rater Code allocated to them did not identify them personally in any way yet allowed the linkage between the materials completed by each participant for the two sessions.

A 2 x 2x 2 design was used for the second session. A total of eight different groups were formed based on whether they viewed a Native or non-Native applicant, whether they were told that they were accountable for their decisions or not, and whether

they were told that they were responsible for abiding by the company's Employment Equity policy or not.

Participants in all groups were informed that they were being asked to take part in a "Peer Selection System" for a multinational automobile parts manufacturer.

Participants were told that the company was interested in peer evaluations because of the "unique insight" that peers have about others who are similar to them.

All participants were then asked to read a description of the company (see Appendix D), a job description of the position they were helping to fill (a personnel officer), and the resume of the job applicant. To further enhance realism, all materials were presented on high quality paper with graphics including the fictitious company's logo. After reading this material they were asked to complete the pre-interview rating scale and the pre-interview likelihood of hiring item. Again, all measures were designed to appear to be official company publications.

Next, the participants were told that they would watch a video of a recorded interview of the applicant and that they would be asked to rate the candidate based on the interview. Prior to watching the interview, participants in the Employment Equity groups were told that there was such a programme in place in the organization, and that they were responsible for working towards achieving these minority hiring targets. This information was given to the participant in the form of a company hiring policy summary, which included their dedication to such a programme (see Appendix E). In addition, groups were also divided further into an accountable or a not accountable group. Via the same statement about the company's hiring policies, those in the accountable

group were told that all ratings made about the applicant were to be reviewed by the company's Human Resource Team in order to ensure reliability and fairness of the ratings (see Appendix F). The participants were also informed that the organization practiced an open-records policy (the applicant would have access to the ratings), and that in the past, most applicants had usually examined their interview ratings very carefully. Those in the not accountable group were not told any information about the group discussion.

Participants then viewed either the Native or non-Native applicant depending on their group assignment. They were then asked to complete the post-interview rating scale, and to answer the post-interview likelihood of hiring item, as well as fill out a short demographic questionnaire.

Measures: Session 1

Participants were asked to complete one questionnaire comprised of three different scales whose order was randomized across participants (see Appendix G). The first scale was the Modern Racism Scale (McConahay, 1986). This scale comprises six items that are rated on a six-point Likert-type scale. Originally targeted to unveil attitudes toward Blacks, this scale was formatted to reflect the attitudes of the participants toward Natives in Canada (e.g., "It is easy to understand the anger of Native people in Canada".)

The second scale, used as a "filler" scale to reduce the reactivity of the Modern Racism Scale, was the shortened 12-item version of the Value Profile (Bales & Couch, 1969). Participants were asked to indicate which response on a six-point Likert type

scale (1=Strongly Disagree, and 6=Strongly Agree) represented their immediate reaction to the opinion expressed (e.g., “Everyone should have an equal chance and an equal say.”)

The last scale, which was also a “filler” scale, was the 33-item Marlowe-Crowne Social Desirability Scale (MCSD, Crowne & Marlowe, 1960). This scale is based on the premise that participants, from various backgrounds, educational levels, and cultures, generally agree on the behaviors that are socially desirable and which are undesirable (Edwards, 1970).

Measures: Session 2

Pre-interview measure. Before seeing the videotaped interview, participants answered the six items from the pre-interview rating scale that was developed by Chapman and Rowe (1997). This scale measured such things as appropriateness of the applicant’s educational background for this position (see Appendix H). Next, participants responded to a pre-interview likelihood of hiring item, which indicated how likely they were to hire the applicant, on a 10-point scale ranging from 10% to 100% based on their review of the applicant’s written credentials only.

Post-interview measures. Immediately following the viewing of the taped interview, participants were asked to complete the post-interview rating scale (see Appendix I) to assess how favorably the raters perceived the applicant. This scale required the participant to rate the candidate on a seven-point scale (1 = poor and 7 = excellent) for 24 items including communication skills, interpersonal skills, attitude, appearance and confidence (adapted from Chapman & Rowe, 1997). The second

measure, the post-interview likelihood of hiring, required the participants to indicate how likely they were to hire the candidate on a 10-point scale ranging from 10% to 100% (Powell & Goulet, 1996). Then the participants were requested to respond to indicate their gender, their age, and whether they identified themselves as a visible minority. In addition, two manipulation check questions that addressed the participants knowledge of an Employment Equity programme in the organization, and the extent to which they felt accountable for the ratings they made in the session were assessed.

Results

Exploratory Factor Analysis

In order to simplify the characteristics of the 24-item post-interview rating scale, a principal components extraction with varimax rotation was performed for the sample of 183. Three factors, which serve as three of four dependent variables for all analyses in the current study, were extracted: warmth, drive, and physical attractiveness. The internal consistency estimates for each of the three extracted factors were $\alpha = .85$ for warmth, $\alpha = .96$ for drive, and $\alpha = .89$ for physical attractiveness. Loadings of the variables on factors, communality values, and variance percentages are presented in Table 2. Variables are ordered and grouped by size of loading to facilitate interpretation. Loadings of less than .45 (20% of the variance) are not reported, and four items with loadings of less than that did not load on any factor. Intercorrelations among the dependent variables of warmth, drive, and physical attractiveness, including the rating for post-interview likelihood of hiring, and reliability coefficients (alpha) of scales with multiple items, are presented in Table 3. All variables correlated highly, with values ranging from .57 to .81, $p < .01$.

Table 2

Factor Loadings, Communalities (h^2), Percents of Variance for Principal Components
Extraction, and Varimax Rotation of Rating Scale Items

Item	F ₁ ^a	F ₂	F ₃	h^2
Assertiveness	.822			.735
Persuasiveness	.766			.733
Eagerness	.753			.730
Confidence	.749			.658
Decisiveness	.733			.642
Initiative	.724			.740
Leadership	.722			.692
Creativeness	.721			.697
Articulate	.706			.662
Motivation	.688			.672
Conviction	.686			.664
Originality	.667			.563
Wellspoken	.611			.662
Communication	.604			.684
Interpersonal	.560	.468		.641
Knowledge	.532	.642		.701
Attitude	.522	.710		.792
Intelligence	.510	.515		.633
Friendliness		.729		.696
Sincerity		.722		.720
Likable		.630		.716
Looks			.860	.850
Attractiveness			.851	.822
Appearance			.765	.736
Percent of Variance	35.96	19.01	15.20	

^a Factor Labels

F₁ drive

F₂ warmth

F₃ physical attractiveness

Table 3

Intercorrelations and Internal Consistency Reliabilities for Subscales of Social AttitudesQuestionnaire

Dependent Variable	1	2	3	4
1. warmth	(.85)			
2. drive	.72**	(.96)		
3. physical attractiveness	.68**	.61**	(.89)	
4. Post-Interview Likelihood of Hiring	.57**	.81**	.59**	---
M	4.19	3.40	3.35	4.36
SD	1.14	1.05	1.25	2.28

Note. n = 183

* p < .05 ** p < .01

Values on the diagonal are Cronbach's alpha

Manipulation Checks

An independent sample t-test was used to examine the differences between responses of the participants in the accountable and non-accountable groups on the question about how accountable they felt for the ratings they had given the applicant in the study. Those in the accountable groups ($M = 3.38$) did not tend to feel more accountable than those in the non-accountable groups ($M = 3.58$), $t(181) = 1.41$, n. s.. An ANOVA, using all three independent variables, also tested for the possible effects of accountability on their response to the question about how accountable they felt for the ratings they had given. There were no significant effects found due to the accountability manipulation.

The effectiveness of the Employment Equity manipulation was tested by a chi-square test of independence. As expected, the distribution of responses on the manipulation check for those in the Employment Equity groups was significantly different than the distribution for those who were not in an Employment Equity group, $\chi^2(1, n = 182) = 11.42$, $p < .001$. Through an examination of cross-tabulations (see Table 4), respondents were generally incorrect in their decision about whether there was an Employment Equity program present in the organization, with 69 incorrect responses being made, although most were correct about there not being one.

For the last manipulation check analysis, the effects of accountability, Employment Equity and Native/non-Native on the four dependent variables (warmth, drive, physical attractiveness, and post-interview likelihood of hiring) was assessed through a MANCOVA with scores on the Marlowe-Crowne Social Desirability Scale

Table 4

Cross Tabulation Counts for the Responses on the Employment Equity Manipulation Check by Group Membership

		Employment Equity Manipulation Check Response		
		Yes	No	Total
EE	No EE	7	80	87
EE		26	69	95
Total		33	149	182

(Crowne & Marlowe, 1960), the Employment Equity manipulation check, and the accountability manipulation checks entered as covariates. Results from this analysis were not significant (Pillais-Bartlett Trace F approximation, $F(12, 486) = .86$, n.s.) suggesting that these variables did not affect responding.

Preliminary Analyses

Initial analyses included independent t -tests to explore the possibility of gender differences in responding on the four dependent variables. There were no significant differences found between male and female responding, with $t(178) = -.73$, n.s. for pre-interview likelihood of hiring, $t(180) = 1.02$, n.s. for warmth, $t(180) = .50$, n.s. for drive, $t(180) = -.44$, n.s. for physical attractiveness, and $t(180) = .53$, n.s. for post-interview likelihood of hiring.

Independent t -tests were also performed to explore the any possible differences on the four dependent variables between those who had identified themselves as a visible minority and those who had not. There were no differences in ratings, with $t(177) = 1.61$, n.s. for pre-interview likelihood of hiring, $t(179) = -.36$, n.s. for warmth, $t(179) = .69$, n.s. for drive, $t(179) = 1.16$, n.s. for physical attractiveness, and $t(179) = .56$, n.s. for post-interview likelihood of hiring.

The relationship between scores on the pre-interview likelihood of hiring and post-interview likelihood of hiring was also explored. A significant, yet low, correlation between these two variables was found, $r(181) = .27$, $p < .01$, indicating a relationship between these two variables. Correlations between pre- and post- likelihood of hiring scores were also examined between all eight groups in the study (see Table 5).

Table 5

Correlations between Pre- and Post- Likelihood of Hiring Scores Across IndependentVariables

	Accountability		No Accountability	
	Employment Equity	No Employment Equity	Employment Equity	No Employment Equity
Native Applicant	.14	.02	.47*	.10
non-Native Applicant	.21	.15	.38*	.53*

Note: n = 183

*p < .05

Main Analysis

SPSS MANOVA was used for all analyses. There were no univariate or multivariate within cell outliers at $\alpha = .001$. Results of evaluation of assumptions of normality, homogeneity of variance-covariance matrices, linearity, and multicollinearity were satisfactory. Covariates were judged to be adequately reliable for covariance analysis. Means and standard deviations for each of the dependent variables by accountability, Employment Equity, Native/non-Native, and are presented in Table 6.

The first MANCOVA used warmth, drive, physical attractiveness, and post-interview likelihood of hiring as dependent measures, scores on the Modern Racism Scale (McConahay, 1986), age, and self-identification as a visible minority as the covariates, and Native/non-Native, Employment Equity, and accountability as the independent factors.

For this analysis, significant multivariate effects emerged for the three IVs: Pillais-Bartlett Trace F approximation, $F(4, 164) = 6.38, p < .01$, $F(4, 164) = 1.07, n.s.$ for accountability, $F(4, 164) = 4.08, p < .01$ for Employment Equity, and $F(4, 164) = 2.99, p < .05$ for Native/non-Native. No significant interactions were found.

Univariate F tests identified that the independent variables of Employment Equity and Native/non-Native contributed to this multivariate effect (See Table 7). Significant differences emerged on the warmth score for the group that had an Employment Equity programme ($M = 4.35$) and those that did not ($M = 4.02$), $F(1, 167) = 5.81, p < .05$.

Table 6

Means and Standard Deviations of Dependent Variables by Accountability, Employment Equity, and Native/non-Native

Group	Warmth		Drive		Physical Attractiveness		Likelihood of Hiring	
	Mean	SD	Mean	SD	Mean	SD	Mean	SD
Native Applicant								
Not Acct/No EE	3.80	1.30	2.99	1.13	3.12	1.39	4.04	2.46
Not Acct/EE	4.10	1.12	3.34	1.22	2.95	1.13	4.72	2.49
Acct/No EE	4.01	.86	3.21	.84	3.14	1.23	3.70	2.10
Acct/EE	4.05	1.02	3.28	.87	2.99	1.16	3.84	2.13
non-Native Applicant								
Not Acct/No EE	4.37	1.42	3.42	1.28	4.00	1.21	4.52	2.50
Not Acct/EE	4.81	.93	4.24	.93	3.78	1.25	5.57	1.95
Acct/No EE	3.92	1.10	3.20	.86	3.40	1.10	3.80	2.40
Acct/EE	4.49	1.10	3.48	.90	3.53	1.30	4.63	1.89
TOTAL	4.19	1.14	3.40	1.05	3.35	1.25	4.36	2.28

Table 7

MANCOVA 1 - Analysis of Variance of the Four Dependent Variables with Scores on
Modern Racism Scale (McConahay, 1986) used as a Covariate

Source	df	F			
		Warmth	Drive	Physical Attractiveness	Likelihood of Hiring
Employment Equity	1	5.81*	7.40**	.00	4.11*
Native/non-Native	1	4.99*	5.62*	10.11**	2.20
Accountability	1	.26	.90	1.01	3.46
error	167	(1.22)	(1.02)	(1.42)	(5.17)

Note. Values enclosed in parentheses represent mean square errors. —
 * $p < .05$. ** $p < .01$.

Similarly, differences emerged on the warmth score for the group that were shown a Native applicant ($\underline{M} = 3.99$) and those that were not ($\underline{M} = 4.36$), $\underline{F}(1, 167) = 4.99$, $p < .05$.

Significant differences emerged on the drive score between the group that had an Employment Equity programme ($\underline{M} = 3.58$) and the group that did not ($\underline{M} = 3.20$), $\underline{F}(1, 167) = 7.40$, $p < .01$. Similarly, differences emerged on the drive score between the Native ($\underline{M} = 3.19$) and non-Native groups ($\underline{M} = 3.55$), $\underline{F}(1, 167) = 5.62$, $p < .05$. In addition, there was a difference found on the physical attractiveness score for those shown a Native ($\underline{M} = 3.06$) and a non-Native ($\underline{M} = 3.64$) applicant, $\underline{F}(1, 167) = 10.11$, $p < .01$.

Last, there was a significant difference found on the post-interview likelihood of hiring Score for those that had an Employment Equity programme ($\underline{M} = 4.65$) and those that did not ($\underline{M} = 4.01$), $\underline{F}(1, 167) = 4.11$, $p < .05$. There were no dependent variables associated with accountability, although post-interview likelihood of hiring approached significance between those who were held accountable ($\underline{M} = 3.98$) and those that were not ($\underline{M} = 4.73$), $\underline{F}(1, 167) = 3.46$, $p = .065$.

A second MANCOVA, adding gender and the scores on the pre-interview rating scale as covariates in addition to scores on the Modern Racism Scale (McConahay, 1986), used warmth, drive, physical attractiveness, and post-interview likelihood of hiring as dependent measures, and Native/non-Native, Employment Equity, and accountability as the independent factors. The addition of these covariates resulted in no substantial modifications of the initial findings.

A third MANCOVA, adding responses on the accountability manipulation check as a covariate in addition to scores on the Modern Racism Scale (McConahay, 1986), used warmth, drive, physical attractiveness, and post-interview likelihood of hiring as dependent measures, and Native/non-Native, Employment Equity, and accountability as the independent factors. Once again, no significant interactions were found, and most univariate F tests gave similar results to the first analysis (See Table 8). However, the post-interview likelihood of hiring for the Employment Equity condition was non-significant in this analysis, $F(1,167) = 3.78$, n. s., with ($M = 4.65$) for those who were presented with an Employment Equity programme and ($M = 3.96$) for those who were not.

Exploratory Analyses

Investigation into the impact of scores on the pre-interview rating scale and pre-interview likelihood of hiring item on ratings given after the interview was conducted. This MANCOVA used warmth, drive, physical attractiveness, and post-interview likelihood of hiring as dependent measures, scores on the Modern Racism Scale (McConahay, 1986), pre-interview rating scale, and pre-interview likelihood of hiring as covariates, and Native/non-Native, Employment Equity, and accountability as the independent factors. There was not found to be any change in results from the first MANCOVA analysis through covarying out these scores, indicating that responses given prior to the interview did not have any impact on the responses given after the interview.

Table 8

MANCOVA 2 - Analysis of Variance of the Four Dependent Variables with Scores on the Modern Racism Scale and Scores on Accountability Manipulation Check used as Covariates

Source	df	<u>F</u>			
		Warmth	Drive	Physical Attractiveness	Likelihood of Hiring
Employment Equity	1	5.39*	7.27**	.00	3.78
Native/non-Native	1	4.99*	5.57*	9.96**	2.21
Accountability	1	.28	.85	.89	3.51
error	167	(1.23)	(.54)	(.71)	(3.22)

Note. Values enclosed in parentheses represent mean square errors.

* $p < .05$. ** $p < .01$

In order to assess the influence of the videotaped interview on Likelihood of Hiring ratings between those given before and those given after seeing the interview, a repeated measures t-test was conducted. A significant difference was found between likelihood of hiring before the interview ($M = 7.19$) and likelihood of hiring after the interview ($M = 4.38$), $t(180) = 16.77$, $p < .01$. These results did not vary by Native/non-Native, with ratings for the Native candidate, $t(93) = 12.16$, $p < .01$ and non-Native candidate, $t(86) = 11.60$, $p < .01$, contributing to this overall effect.

Discussion

The current study draws on a large body of research surrounding the effect of accountability on decision making in different situations, particularly in the context of Employment Equity. Accountability in this particular hiring situation was expected to lead to more equal ratings between minority and non-minority applicants in a situation where an Employment Equity programme may have been in place. To test this prediction, student subjects, in the role of a human resource professionals, rated the client under various manipulations.

The results of the experiment do support the first hypothesis of the study that Native candidates would be rated less favorably than non-Native candidates on the Post-Interview ratings. This was true for the ratings given on the dependent variables of warmth, drive, and physical attractiveness despite similar ratings for pre-interview performance and lends support to the possibility that discriminatory attitudes are present in the participants. No differences between ratings given by males and females or whether they had identified themselves as a visible minority were found. Consistent with

past research and statistics concerning hiring rates for minorities (Employment and Immigration Canada, 1988), it is possible that particular attitudes and stereotypes negatively impacted the perceptions of minority persons, then in turn impacted the performance ratings of those individuals.

The second hypothesis that the knowledge of an Employment Equity programme in the organization may correct for any discrepancy in ratings given on the post-interview rating scale and the post-interview likelihood of hiring between Native and non-Native candidates was not supported, as the interaction between these two variables was not significant. Employment Equity is a social policy designed to overcome past discrimination against these particular disadvantaged groups and to increase their representation in employment and educational settings (Major, Feinstein, & Crocker, 1994; Heilman, Block, & Lucas, 1992), and this was not the case in the current study. The presence of an Employment Equity programme, when using scores on the Modern Racism Scale (McConahay, 1986) as a covariate, did not have any impact on the ratings given to Native versus non-Native candidates. However, there was an unexpected main effect of Employment Equity on the dependent variables of warmth, drive, and post-interview likelihood of hiring that is not easily explained. Overall, participants tended to rate applicants higher on interview performance and were more likely to hire the applicant if there was an Employment Equity programme in place in the organization regardless of their ethnic background. One possible explanation for this could be the covert impact that programmes such as Employment Equity may have on raters or interviewers. Interviewers, while not always aware of the reasons behind their actions, may tend to view everyone in a more positive light without actually knowing they are

doing so. The possibility that these programmes may increase the probability of getting hired, regardless of ethnic background, is a puzzling finding and needs to be researched further.

Results of the experiment did not support the third hypothesis of the study. No difference in performance ratings between the accountable and non-accountable groups (both with Employment Equity programmes) was found for groups that were presented with the Native applicant video than those for the non-Native applicant. This contradicts the consensus that accountability results in more accurate ratings of performance (Mero & Motowidlo, 1995; Rozelle & Baxter, 1981). This may be attributable to several variables including the use of student interviewers and a deficit in the strength of the accountability manipulation.

However, through analysis of correlations between scores on the Pre- and post-interview likelihood of hiring scores across all conditions, there is some evidence that accountability may have had some impact that was not detectable through the use of a MANCOVA. Despite the significant overall correlation between the Pre- and post-interview likelihood of hiring, the low value indicates that there was a change in responses after viewing the interview. Through an examination of the correlations of these measures across the groups, it is evident that correlations for the accountability condition were non-significant while three of four were significant for the not accountable group, indicating that for the accountable group, there was a change in ratings given prior to seeing the video and ratings given after the video. Although this analysis does not provide conclusive support for the use of accountability in ratings of

interview performance or likelihood of hiring, further investigation into this possibility is suggested.

Considering the repeated patterns in the literature, the current research did not contribute any knowledge about the dynamics in which accountability will help to increase the likelihood that Natives will be hired in an interview situation. However, not all accountability literature supports this trend. For instance, Adelburg and Batson (1978) found that accountability actually hindered the ability of people to make decisions that would be fair and that accountability can impair rather than enhance the effectiveness of decision making. In short, the only conclusion about the impact of accountability that can be made is that it is a logically complex construct that interacts with characteristics of decision makers and properties of the task environment to produce an array of effects, only of which some are beneficial.

Limitations

There are several potential limitations in this research that may have had an impact on the findings. The accountability manipulation of a verbal warning that was used may not have possessed the strength or all of the components of those found in the workplace. According to Cummings and Anton (1990), the logical structure of accountability includes the event, felt responsibility, and responsibility, and there may not have been all of these elements in this research. Students faced with the possibility of justifying their actions in the laboratory context know that they will not face any repercussions, and do not face the harsh reality of losing their job over the ratings that they give for the candidate, in other words they do not feel the responsibility that they

should. Interviewers in the workplace may have face-to-face explanations of the process by which they are accountable, they may have heard of what may happen to them in this situation, and they may have had actual experiences of what justification of their ratings entails.

The next issue that may have had mixed influence on the data was the use of student interviewers and the limit to generalizability that results from this. On the one hand, research that has compared student and interviewer evaluations of applicant resumes and simulated interviews has revealed a high degree of similarity between the ratings of these two groups (Bernstein, Hakel, & Harlan, 1975; Dipboye, Fromkin, & Wiback, 1975; & Rasmussen, 1984). On the other hand is the conclusion that students will naturally not feel motivated to complete these sessions with appropriate seriousness must have an impact on their ratings for these candidates. In addition, there was no real incentive for the students to take the time to review all the relevant materials given to them about the candidate, and to make a decision based on all of these materials. While there was a definite disparity in the numbers for female and male participants with females outnumbering the males 132 to 50, statistical analyses indicated that there were no differences in responding between these two groups.

The use of experimentally generated applicants in laboratory research, otherwise known as the “paper people paradigm”, has also been frequently cited as a criticism of applied research in this area. While some researchers lend support to the generalizability of laboratory research to real-world situations (Locke, 1986; Cleveland 1991), consideration of conditions under which the use of hypothetical information may be appropriate and generalizable is stressed. For example, Kinicki, Hom, Trost, and Wade

(1995) concluded that the stimulus medium significantly affects rating accuracy. In their study comparing ratings made for a teacher whose performance was presented via a written vignette or a videotaped applicant, rating accuracy and recall were higher for the teachers in the vignette than videotaped stimuli. As well, Murphy, Herr, Lockhart, and Maguire (1986), in their review of the literature, concluded that performance appraisal research involving paper people is likely to lead to larger effect sizes than comparable research involving behavior observation. These seemingly inconclusive findings may have implications for the current study since the presentation of the applicant through the video medium may not have provided the raters with the best representation of the applicant's interview performance. While there is a possibility that the presentation of the interview through other mediums may have led to alternate rating patterns in the current study, one is first faced with the task of judging whether "real people" performance can be successfully mirrored in the laboratory setting.

Priming may also have been a problem in this research. Participants were given a pre-interview assessment to complete before being presented with the accountability and Employment Equity manipulation and before watching the interview video, and this may have primed them to try to remain consistent in their ratings from one assessment to another. This attempt at consistency may have prevented them from allowing themselves to change their ratings from the pre-interview assessment to the post-interview assessment.

Implications and Directions For Future Research

Results of the current study lend support to the consensus by some researchers that job discrimination regulations such as Employment Equity have some impact, on

some kinds of jobs and in some settings (Herrnstein & Murray, 1994), hence, impacted by accountability in a variety of contexts as well. The possibility that accountability requirements may have more impact on job performance ratings rather than on interview performance is present.

One important finding was the possibility that discriminatory attitudes may be contributing to unfair ratings by interviewers in the hiring process. Ratings for Native applicants were significantly lower than those for non-Native applicants on most dependent variables. This is not surprising, however, considering the plethora of literature and research on discrimination in employment and interview situations (Ezorsky, 1991; Hodges-Aeberhard & Raskin, 1997). Although the bulk of this literature focuses on the broad categories of women, the physically disabled, and visible minorities, the impact on Native Canadians is deduced.

Additional research on the impact of accountability under different selection conditions could take many forms. The use of videotaped interviews may not be a good substitute for face-to-face interaction and responsibility that one would be faced with in an organizational setting. Therefore, accountability may have more impact in real interview settings, and where one may actually face the repercussions of any unfair ratings in the interview. With students, it is difficult if not impossible to create the feeling of real responsibility.

Another research possibility involves the use of interviewers with experience in the field. If professionals could act as the interviewers in this research, regardless of whether they are still holding this position, they may have more genuine feelings and

experience with the fair ratings that are a result of accountability requirements. Students, although reported by past researchers to give similar ratings to professionals, are not presented with enough motivation to take this rating seriously. Future research could consider the use of cash rewards to those who more correctly identify the candidates strong and weak points, and most importantly, this instruction should be given to them in a manner similar to that in an actual organization.

An increase in the strength of the manipulations in research such as this could be explored. For accountability, the use of training exercises on the importance of ratings that are representative of actual and not perceived performance could have an important impact on the responsibility felt by the participants. This feeling of responsibility, may in turn, lead raters to process information more accurately in the interview, and may impact the ratings that are given to those applicants. Interviewers could also be informed, via training and information sessions, about the negative consequences if unfair or biased ratings are given to minorities for interview performance. Similar techniques such as increased education and sensitivity of the raters as to the goals of these programmes could be employed to increase the strength of the Employment Equity manipulation.

These issues of manipulation strength also have important implications for organizations as the use of Equity programmes and accountability requirements are on the rise. However, Employment Equity policies do not exist independent of the views and attitudes of other workers in the workplace when these minorities are hired. There are several ways to increase knowledge about minorities, and to decrease the stigma that intended beneficiaries of these programs are incompetent (Heilman, Block, & Lucas, 1992). Singer (1993) suggests that we can overcome this barrier through the creation of

sanctions by high-ranking authorities in the organization, training programs designed to minimize prejudice and discrimination in the workplace, work team redesign, and creation of a “critical mass” can help to minimize these negative views. As well, making the policy clear and explicit to its recipients and to the public can have an enormous impact on perception about the program (Eberhardt & Fiske, 1994).

The next proposal for an extension of the present research is to more closely address the particular contexts in which accountability identifies a difference in rating in the interview process. In the current study, accountability is presented to the raters in only one medium, and was primed by an initial ratings of the applicants’ capabilities. Further research in this area could consider not placing any attention on the pre-interview ratings. In addition, the organizational environment that these raters are influenced by could possibly distort any ratings made of minority applicants.

Conclusion

In summary, one must acknowledge that accountability - under certain circumstances - may represent a simple, but surprisingly effective tool to overcome judgmental shortcomings in the selection process. If subsequent research in this area replicates the finding that accountability leads to more accurate ratings, those in upper-level management should consider incorporating a justification requirement. This is important since while it is common for raters to give performance feedback to the applicant, it is not common to find raters who are required to justify rating decisions to their supervisors (Mero & Motowidlo, 1995).

In summary, the purpose of the present study was to broaden the understanding of the characteristics of accountability by studying the patterns in interview performance rating. While conditions and methodological issues limit the contribution of this particular study to the accountability literature, further research on contextual variables as well as rater characteristics may reveal different effects of accountability in organizational settings.

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Appendix A

Job Description

Job Description 043A

**Position to fill.****Personnel Officer**

Reporting to the Human Resource Manager, Personnel Officers identify and advertise job vacancies, recruit candidates, and assist in the selection and reassignment of employees.

Main Duties

- Identify current and prospective vacancies, post notices and advertisements, and collect and screen applications
- Advise job applicants on employment requirements
- Review candidate inventories and contact potential applicants to arrange interviews
- Coordinate the Peer Assessment process with universities and colleges
- Recruit graduates of colleges, universities and other educational institutions
- Notify applicants of results of competitions
- Advise managers and employees on staffing policies and procedures
- May supervise personnel clerks performing filing, typing and record-keeping duties

Employment requirements

A university degree or college diploma in a field related to personnel management such as business administration, industrial relations, commerce or psychology.

Appendix B

Resume

<p>John Smith 123 Thornbird Pl., Waterloo, ON, N2T 2P1 Phone: (519) 749-0007</p>
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Education

1993-1998 Bachelor of Arts (Honours), University of Waterloo

Major: Psychology

GPA: 3.5 (B+ average)

Relevant Courses: Personnel Psychology Psych 339; Organizational Psychology Psych 338; Statistics courses.

Employment History

1997 **Co-op Student placement with Federal Department of Fisheries.**

- Assisted with general administrative projects
- Helped write job descriptions for department positions
- Revised handbook on salmon fishing licencing (east coast) to improve clarity and readability

1996 **Co-op Student placement with Federal Department of Transport**

- Drafted press releases for the Public Affairs Officer
- Assisted with general administrative projects
- Helped prepare a brochure describing new policies such as giving control of municipal airports back to local authorities

1995 **Co-op Student Placement with Lutheran Life Insurance**

- Entered data for insurance claimants into a historical database
- Assisted with general administrative projects

Appendix C

Script for the Interview

- Interviewer:** Good morning John, thank you for coming in. My name is.. Pat Williams. I'm from Human Resources at ATCOR. And..uh...well, I'd like you to tell me a little bit about yourself.
- John:** Well..uh...I've just graduated from the University of Waterloo, this spring...with my Bachelor of Arts..in Psychology. Um...I was on coop there. Um...I've got uh..I've got an interest in recruiting, um.. which is what this job is about...and uh....I like sports, I like... reading... all that.
- Interviewer:** All right...So what do you know about ATCOR?
- John:** Um...Well, I know that they are US based, and uh...oh.. and in France...and that you design and manufacture antilock brakes systems ...And..and you are opening a facility in Nepean?...is that right?
- Interviewer:** Yes that's right...
- John:** Um...I've actually got a friend in Nepean..I've visited...I know...I've networked in Ottawa... so I sort of ..I know the area...I know what that's about.
- Interviewer:**Alright...What made you apply for this position?
- John:** Um,... I think it's an interesting job. I think um.. mainly I get to work with uh...uh..recent graduates..um..I work well with those people. The hiring process is new, it's cutting edge...I 'd like to try that.. Yeah, those are the main reasons.
- Interviewer:** OK... So I see in your resume you've got some coop placements with federal agencies, Fisheries and Transport. And Public Affairs...and Human Resources it seems...How do you think those positions would relate to this one?
- John:** Um...well...I've.. uh... for the Fisheries department...uh...for example..for that uh...for the Ministry there, I...uh...I was in charge of doing job descriptions which is um...which is what this job does..or requires. Um...and I did um...press releases for the Ministry of Transportation, and I think... so I know how to do all that..um.. as far as getting...a Personnel officer has to advertise the job, so I know how to do all that. Yeah, I did lots of administrative...duties
- Interviewer:** So you said you wrote job descriptions...from scratch?
- John:** Uh, not often..no. Usually uh..usually there were already existing job descriptions I would revise them. I would uh...I would...uh interview people who had the positions as well as their supervisors. From that..from that information I would compile a new job description.

- Interviewer:** OK..all right...Here's a hypothetical question....If you were selected for this position....What would you be uh...what would be your priorities in the first two weeks?
- John:** Uh....Oh...well...good question....uh....In the first two weeks, I would probably try and just get to know people, get to know who it is that I am working with so that I can.. uh..so that I know...so we can communicate well....and get along with them well...I think that's the first priority I'd need to get done.
- Interviewer:** Alright...Human Resources I think inherently.... has stress attached to the job... You are dealing with people's lives.. and their careers...How would you deal with the stress.. in a position like this.
- John:** Well most of the time, I handle stress pretty well, um...um...I think I know what to say what to do when things get intense..uh..Well for example I had 2.. 3 exams in two days... last semester, and that was pretty stressful....But to overcome that I guess I...I manage my time and prepare and um...It seems to get me through ok...for example with the exams I got B's in. So...Um...I seem to fare out fairly well.
- Interviewer:** Ok, and this job that hypothetically you have...stress builds up, what do you do?
- John:** Uh..The stress...well... I would find out what exactly is causing the stress. I guess...Talk to my supervisor...get things cleared up...Uh..Make sure that everyone understands what they're supposed to be doing so that everything can get done on time...and so the stresses never start
- Interviewer:** Do you feel this is one of your strengths?
- John:** One of my strengths...yeah.
- Interviewer:** What else?...
- John:** Oh...I knew you'd ask that...Um....My strengths....I think...I think I've got good communication skills ... I work well with people...Fairly outgoing you know... the job requires me to recruit people so I mean that's something I have as an asset....
- Interviewer:** Do you have anything that uh..your weaknesses?
- John:** Weaknesses...uh...uh...I guess uh... I guess uh.....I could pay more attention to detail....you know...The little things, make sure that everything gets taken care of...
- Interviewer:** It's uh....how do you find your work style...Do you work well in a group or by yourself what do you think you prefer?
- John:** Oh for sure I work well in groups...usually very well in groups.
Not to say that I don't work well alone...I do...But uh...yeah in a group I work well... I tend to get more done when I am alone...but I do work well in groups...I'm a leader I think...

Interviewer: What do you think would be an effective way to attract people to a job?

John: Um.. umm...I guess...uh...first of all I'd have to... I'd need the information about the company..what the company has to offer...certain benefits...traveling to France for example ..that wouldn't be bad. Um...Yeah....how nice it is to work there...What sort of opportunities the company has for people...ummm .. and I think too I think you need to be interested in the applicants...specifically treat them as individuals....that can attract some ...I think...if they feel important

Interviewer: Thank you....If you could select your own supervisor....Could you describe them?

John: Whoa.... Um..I work well with most people, I don't think it matters too much...but if I got to choose...I would uh...I think I'd want someone who's willing to listen...to me, willing to hear my ideas anyway...and um....and.... give me a certain amount of freedom...with my job....well, you know once I get experience..once I actually know what needs to be done. Umm...Yeah a boss that's willing to listen and willing to let me do what I need to do.

Interviewer: Put yourself five years in the futurewhere are you?

John: Hmm...uh..five years.. Ideally..uh ..it's difficult to say though with the job market changing all the time with the way it is..um... I think somewhere working towards a management position.....um..hopefully in human resources...that's I think my ...my calling...

Interviewer: I think that does conclude my questions for you....do you have any questions for me?

John: Uh.. I had one..but uh...my minds blank now... .Well...what's it like..what's it like to work for ATCOR... is uh..what is it like?

Interviewer: It's a great place to work...it's family oriented...we work in teams....the uh....we do have the plans in the US and in France which makes the travel pretty good now...with Nepean opening now that would be great....although video conferencing does cut that down a bit now. Um..Everyone gets along fairly well. Uh...I think it's a pretty comfortable place to work. And uh... we are expanding which is kind of nice in a world that seems to be downsizing everywhere else.

John: Right...

Interviewer: So..uh... And we do offer products to people that saves lives, so it gives you some sense of purpose in your job which is...which is nice to have. I'd like to thank you for coming out John..and we will get back to you. And have a good morning.

John: Great..thank you.....

Appendix D

Description of Company

**About Our Company**

ATCOR Technologies Inc. is a leading designer and manufacturer of Antilock Brake Systems (ABS) for both domestic and foreign vehicle manufacturers. Some of our clients include Mazda, Renault and Ford motor companies. We employ nearly 1500 people worldwide including our manufacturing plants in California, Kentucky and Marseilles, France. We also have research and development facilities in Detroit and in our newly opened facility in Nepean, Ontario, Canada.

About the Peer Selection Process

ATCOR Technologies Inc. uses leading-edge recruiting and selection techniques to attract, evaluate and keep the highly skilled workforce we require to maintain our position as a well respected supplier to the auto industry. We pioneered the Peer Selection System to enhance the validity of employment decisions made in our company.

Traditional companies rely solely on paper and pencil tests and employment interviews to recruit and select their personnel. We developed the Peer Selection System to compliment these traditional sources of information with evaluative judgements from peers, such as fellow students for college recruiting, who rate the applicant after reading a resume and viewing a recorded employment interview. We believe that peers have a unique insight into potential future performance and provide a unique perspective on applicant acceptability.

The ratings of each peer are considered separately and are then combined with other information about the candidate to come to a final hiring decision.

Although most of the interviews are taped from face-to-face interviews, nearly one in five are taped from videoconference-based interviews.

Appendix E

Employment Equity Manipulation



About Our Company's Hiring Policies and Practices

At ATCOR Technologies Inc., we realize that fostering diversity-friendly attitudes and relationships are critical for organizational success. Therefore, we have implemented an Employment Equity program in our company. This program is aimed at improving equal employment opportunities for special groups, specifically through the elimination, reduction, or prevention of discrimination. This knowledge is vital for all of our Peer Assessors, as ATCOR Technologies Inc. is committed to self-evaluation with regard to hiring, promotion, and compensation policies.

All Peer Assessors are to be informed by session coordinators that they are expected to uphold ATCOR's Employment Equity practices stated above.

We would like to extend our appreciation to the Peer Assessment System raters who are willing to take the time to participate in this important and valuable exercise.

Accountability Manipulation



About Our Company's Hiring Policies and Practices

At ATCOR Technologies Inc., we also pride ourselves in providing the applicant with the knowledge that any and all ratings made about their performance in the Peer Assessment System will be reviewed by our Human Resource team to ensure reliability and fairness of the ratings. In addition to being reviewed by the company judges, applicants are informed that at any time following their assessment, they are welcome to personally review any and all ratings made by Peer Assessment raters.

We would like to extend our appreciation to the Peer Assessment System raters who are willing to take the time to participate in this important and valuable exercise.

Appendix G

Survey 1

SOCIAL ATTITUDES QUESTIONNAIRE

Following are a series of general statements expressing opinions of the kind you may have heard from other persons around you. Circle the response which best represents your immediate reaction to the opinion expressed. If you have reservations about some part of a statement, circle the response that most clearly approximates your general feeling.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Slightly Disagree</i>	<i>Slightly Agree</i>	<i>Agree</i>	<i>Strongly Agree</i>
1. I am sometimes irritated by people who ask favors of me	1	2	3	4	5	6
2. Young people sometimes get rebellious ideas, but as they grow up they ought to get over them and settle down	1	2	3	4	5	6
3. I sometimes feel resentful when I don't get my way	1	2	3	4	5	6
4. It is easy to understand the anger of Native people in Canada	1	2	3	4	5	6
5. I am always careful about my manner of dress	1	2	3	4	5	6
6. There have been occasions when I felt like smashing things	1	2	3	4	5	6
7. I have almost never felt the urge to tell someone off	1	2	3	4	5	6
8. I would never think of letting someone else be punished for my wrongdoings	1	2	3	4	5	6
9. My table manners at home are as good as when I eat in a restaurant	1	2	3	4	5	6
10. If I could get into a movie without paying and be sure I was not seen I would probably do it	1	2	3	4	5	6
11. Obedience and respect for authority are the most important virtues children should learn	1	2	3	4	5	6

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
12. It is the man who stands alone who excites our admiration	1	2	3	4	5	6
13. On a few occasions, I have given up doing something because I thought too little of my ability	1	2	3	4	5	6
14. Natives should not push themselves where they are not wanted	1	2	3	4	5	6
15. Before voting I thoroughly investigate the qualifications of all the candidates	1	2	3	4	5	6
16. I never hesitate to go out of my way to help someone in trouble	1	2	3	4	5	6
17. Everyone should have an equal chance and an equal say	1	2	3	4	5	6
18. It is sometimes hard for me to go on with my work if I am not encouraged	1	2	3	4	5	6
19. No matter who I'm talking to, I'm always a good listener	1	2	3	4	5	6
20. Let us eat, drink, and be merry, for tomorrow we die	1	2	3	4	5	6
21. I have never intensely disliked anyone	1	2	3	4	5	6
22. There have been times when I felt like rebelling against people in authority even though I knew they were right	1	2	3	4	5	6
23. I can remember "playing sick" to get out of something	1	2	3	4	5	6
24. A group of equals will work a lot better than a group with a rigid hierarchy	1	2	3	4	5	6
25. There have been occasions when I took advantage of someone	1	2	3	4	5	6
26. I always try to practice what I preach	1	2	3	4	5	6
27. I never resent being asked a favour	1	2	3	4	5	6

	Impact of Accountability						65
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	
28. Each one should get what he needs – the things we have belong to all of us	1	2	3	4	5	6	
29. One must avoid dependence upon persons or things; the center of life should be found within oneself	1	2	3	4	5	6	
30. Natives are getting too demanding in their push for equal rights	1	2	3	4	5	6	
31. You have to respect authority and when you stop respecting authority, your situation isn't worth much	1	2	3	4	5	6	
32. On occasion I have had doubts about my ability to succeed in life	1	2	3	4	5	6	
33. I sometimes try to get even rather than forgive and forget	1	2	3	4	5	6	
34. I have never deliberately said something that hurt someone's feelings	1	2	3	4	5	6	
35. There have been times when I was quite jealous of the good fortune of others	1	2	3	4	5	6	
36. I'm always willing to admit it when I made a mistake	1	2	3	4	5	6	
37. I don't find it particularly difficult to get along with loudmouthed, obnoxious people	1	2	3	4	5	6	
38. In life an individual should for the most part "go it alone", assuring himself of privacy, having much time to himself, attempting to control his own life	1	2	3	4	5	6	
39. Over the past few years, the government and news media have shown more respect to Natives than they deserve	1	2	3	4	5	6	
40. At times I have really insisted on having things my own way	1	2	3	4	5	6	
41. I never make a long trip without checking the safety of my car	1	2	3	4	5	6	

	Impact of Accountability						66
	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	
42. When I don't know something, I don't mind at all admitting it	1	2	3	4	5	6	
43. I am always courteous, even to people who are disagreeable	1	2	3	4	5	6	
44. I have never been irked when people expressed ideas very different from my own	1	2	3	4	5	6	
45. I like to gossip at times	1	2	3	4	5	6	
46. Discrimination against Natives is no longer a problem in Canada	1	2	3	4	5	6	
47. Since there are no values that can be eternal, the only real values are those that meet the needs of the given moment	1	2	3	4	5	6	
48. Over the past few years, Natives have gotten more economically than they deserve	1	2	3	4	5	6	
49. I have never felt that I was punished without cause	1	2	3	4	5	6	
50. I sometimes think when people have a misfortune they only got what they deserved	1	2	3	4	5	6	
51. The solution to almost any human problem should be based on the situation at the time, not on some general moral rule	1	2	3	4	5	6	

Appendix H

Pre-Interview Assessment Scale

ATCOR Technologies Inc.

Rater Code _____

Peer Assessment Rating Scale Version 2.1™ (English)
Pre-interview Assessment

Please rate the candidate on each of the following items based on your review of his/her resume and accompanying materials. Mark your score by circling the number in the appropriate box where "1"= Poor and "7"= "Excellent."

	<div>Poor</div> <div>Excellent</div>						
Overall impression of the Applicant based on written information	1	2	3	4	5	6	7
Appropriateness of the applicant's educational background for this position	1	2	3	4	5	6	7
Evaluation of the applicant's previous work experience	1	2	3	4	5	6	7
Educational Achievement (GPA etc.)	1	2	3	4	5	6	7

Based on the information you have seen so far, how likely are you to hire this candidate?

(Circle One)

10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

How well do you expect the candidate to perform in their interview?

(Circle One)

Very poorly 1 2 3 4 5 6 7 8 9 10 11 Very Well

Appendix I

Post-Interview Assessment Scale

ATCOR Technologies Inc.

Rater Code _____

Peer Assessment Rating Scale Version 2.1TM (English)

Rate the candidate on each of the following items by circling the number in the appropriate box where "1" = "Poor" and "7" = Excellent.

	Poor							Excellent
Interpersonal Skills	1	2	3	4	5	6	7	
Communication Skills	1	2	3	4	5	6	7	
Leadership Skills	1	2	3	4	5	6	7	
Friendliness	1	2	3	4	5	6	7	
Appearance	1	2	3	4	5	6	7	
Confidence	1	2	3	4	5	6	7	
Assertiveness	1	2	3	4	5	6	7	
Intelligence	1	2	3	4	5	6	7	
Motivation	1	2	3	4	5	6	7	
Creativity	1	2	3	4	5	6	7	
Initiative	1	2	3	4	5	6	7	
Likeable	1	2	3	4	5	6	7	
Decisiveness	1	2	3	4	5	6	7	
Attractiveness	1	2	3	4	5	6	7	
Eagerness	1	2	3	4	5	6	7	
Originality	1	2	3	4	5	6	7	
Conviction	1	2	3	4	5	6	7	
Articulate	1	2	3	4	5	6	7	
Attitude	1	2	3	4	5	6	7	
Knowledgeable	1	2	3	4	5	6	7	
Well Spoken	1	2	3	4	5	6	7	
Sincerity	1	2	3	4	5	6	7	

Looks	1	2	3	4	5	6	7
Persuasive Skills	1	2	3	4	5	6	7

Subject: Permissions for Mia Askewe

Date: Wed, 02 May 2001 10:21:01 -0600

From: Derek Chapman <dchapman@ucalgary.ca>

To: anne.maclean@STMARYS.CA

Hello,

This e-mail is in response to Mia Askewe's request for permission to include materials I have produced in her thesis including:

- a) job description
- b) resume
- c) Pre-Interview assessment sheet
- d) Peer Assessment Rating Scale

While I had given her verbal permission earlier, please accept this as official consent to use these materials for her thesis.

Sincerely,

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