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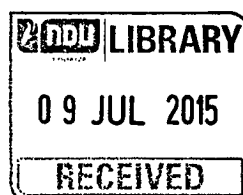
Communication and Job Prospects in Lebanon:
A Multidimensional Perspective

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Communication and Job Prospects in Lebanon: A Multidimensional Perspective

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DECLARATION

I hereby declare that this thesis is entirely my own work and that it has not been submitted as an exercise for a degree at any other university.

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ABSTRACT

Purpose - This research attempts to assess the perceived impact communication has on job prospects in Lebanon utilizing the theories of persuasive communication, heuristic-systematic processing, and halo effect. The topic is studied from both the job interviewer and the job interviewee's perspectives, for it focuses on communication during job interviews.

Design/methodology/approach - Deductive in nature, this paper uses descriptive and inferential statistical methods. In order to collect data from both parties involved in job interviews, survey questionnaires targeting job interviewees are designed in two forms, electronic and paper-and-pencil, and semi-structured interviews targeting job interviewers are conducted with 16 companies operating locally.

Potential outcomes - The findings provide indications about the perceived impact communication has on job prospects in Lebanon. From job interviewees' perspective, as they acquire higher levels of education their engagement in self-praise declines. From job interviewers' perspective, an arrogant job interviewee is disfavored.

Limitations - The limitations encountered in collecting the primary data are accessibility, time, responses, bias, and location limitations. Those limitations varied in magnitude and level of impact on the quality of findings and on the ability to efficiently answer the research questions.

Implications - This research has extended the theoretical debate about the role of communication in job prospects in Lebanon and tested the three theories governing it (persuasive communication theory, heuristic-systematic processing theory, and halo effect theory) in a new environment, the Lebanese market of job interviewees and job interviewers, utilizing multiple methodologies. Moreover, it contributed to the satisfaction of both job interviewees and job interviewers with job interviews by informing each party of what type of communication works for the other party.

Originality/value - Studies of communication and its perceived impact on job prospects have generally been conducted in developed countries. This paper studies the perceived impact communication has on job prospects in Lebanon.

Keywords - Human resources management, Communication, Job prospects, Social-scientific theories, Persuasive communication, Heuristic-systematic processing, Halo effect, Lebanon

Paper type - Thesis

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Contents

Chapter 1
Scope of the Study

1.1. General Background and Motivation

The English word 'communication' derives from the Latin noun *'communicationem'*, which is stemmed from the past participle *'communicare'*, which means "to share, divide out; communicate, impart, inform; join, unite, participate in" (Harper, 2014). It is the act or process of using written and/or spoken words, sounds, signs, gestures, or behaviors to convey ideas, news, expectations, perceptions, intentions, feelings, desires, attitudes, or commands to someone. It may be intentional or unintentional (Wood, 2012), may involve conventional or nonconventional indications (National Joint Committee for the Communication Needs of Persons with Severe Disabilities, 1992), and may entail as little as two parties. It comprises a sender (encoder), a message, a channel, and a recipient (decoder). The sender thinks of a message, encodes it, and sends it via a certain medium to the recipient who in turn processes the message, decodes it, and sends the message encoder feedback or a reply via a medium.

There exist a number of communication types: verbal (oral or written), non-verbal (body language, physical appearance, sounds etc.), formal, informal, visual (movies, video clips, plays etc.), and business, to name a few. In business, "effective communication is the lifeblood of every organization" (Murphy et al., 1997, p.4). Business communication encompasses topics such as public relations, advertising, marketing, brand management, customer relationships, and employment interview. During the latter, the two parties included are the job interviewee, or the job candidate, and the job interviewer who is in most cases a human resources personnel. According to Towers Watson (2013), companies that communicate effectively are three and a half times more likely to significantly outperform firms that do not do so. Therefore, the higher the company's focus is on communication during job interviews, the higher its chances of giving candidates positive experiences, thus positively promoting its brand. With hundreds of companies operating locally seeking the most right people for the right job positions, and with thousands of graduates around Lebanon attempting to enter the workforce each year, pinpointing the elements that make communication effective and understanding how to extract maximal benefits from communication is crucial in facilitating the interview process for all job applicants. This is especially the case for

new job applicants who are not quite experienced with job interviews and business communication, in general, although it would also be helpful for people who are experienced but want a deeper understanding of the nuances/intricacies of business communication, since it differs in some ways from every day communication.

1.2. Research Aim and Hypotheses

This study attempts to investigate the perceived impact communication has on job prospects in Lebanon from a multidimensional perspective. First, it attempts to examine the potential relationship between the interviewees' perceptions of themselves, their fit with the job applied for, and the job interviewers, on one hand, and some demographic variables, on the other hand. Moreover, it studies the relationship between the three aforementioned perceptions and the actual result of the interview (got/did not get the job). Second, from a different perspective, it attempts to study the interviewers' perceptions of the interviewees.

The research study will attempt to address the following questions:

• Is there a significant linear relationship between each of the respondent's (1) age, (2) years of work experience, (3) highest completed level of education, and (4) degree of commitment to get the job applied for and his/her perception of his/her own performance during the job interview?

• Is there a significant linear relationship between each of the respondent's (1) age, (2) years of work experience, (3) highest completed level of education, and (4) degree of commitment to get the job applied for and the respondent's evaluation of the interviewer's performance during the job interview?

• Does the respondent's perception of his/her own performance vary with respect to his/her (1) age, (2) years of work experience, (3) highest completed level of education, (4) degree of commitment to get the job applied for, (5) gender, and (6) the situation/context of the interview?

• Does the respondent's perception of the interviewer's performance during the job interview vary with respect to each of the respondent's (1) age, (2) years of work experience, (3) highest completed

level of education, (4) degree of commitment to get the job applied for, (5) gender, and (6) the situation/context of the interview?

• Does the respondent's perception of his/her fit with the job applied for vary with respect to each of his/her (1) age, (2) years of work experience, (3) highest completed level of education, (4) degree of commitment to get the job applied for, (5) gender, and (6) the situation/context of the interview?

• Does the respondent's perception of his/her performance during the job interview vary with respect to the actual result of the interview (got/did not get the job)?

• Does the respondent's perception of the interviewer's performance during the job interview vary with respect to the actual result of the interview (got/did not get the job)?

• Does the respondent's perception of his/her fit with the job applied for vary with respect to the actual result of the interview (got/did not get the job)?

1.3. Chapters' Outline

This chapter, Chapter 1, Scope of the Study, provided a general background on the topic of this research, pointed out the research aims and questions, and will provide an outline of the rest of the thesis.

Following this introductory chapter are four chapters, each covering different aspects of the conducted research.

Chapter 2, The Literature, provides a state of knowledge in the area of interest by laying down the theories and delving deeper into literature pertaining to the topic of communication. It describes the recruitment and selection processes, explains in details job interviews, and provides advice on increasing job prospects. Moreover, it introduces the conceptual framework this research is constructed upon.

Chapter 3, The Proposed Methodology, acts as a blueprint for this research project for it introduces the philosophical dimension and the research methodologies and strategies adopted in the conduction

of this research. Furthermore, it explains the population, sampling procedures, and instruments used for data collection, and the statistical procedures used to analyze this data.

Chapter 4, The Analysis, provides the analysis framework with the execution of the statistical summary of the findings.

The final chapter, Chapter 5, The Conclusions, provides a summary of the findings, states the validity and reliability of the research and the limitations faced upon conducting it, and reveals research implications and possible future academic work.

Chapter 2
The Literature

2.1. Introduction

Literature review is any research's stepping stone for it provides (1) guidance in conducting research by discussing published information in a particular subject area and familiarizing the researcher with previous, relevant research, (2) a solid background for a research paper's investigation, and (3) familiarity with problem-solving techniques. Consequently, it facilitates the identification of the main ideas of the new research study and the research area's gaps (i.e. the research questions that have not been tackled yet and/or the research problems that have not been solved yet), by that developing a new argument or broadening the scope of an already existing research study. Moreover, a literature review reveals the previously used data collection tools which would enlighten the choice of strategies and methodologies to be adopted in an attempt to investigate related topics.

This chapter states the importance of theories in guiding research, describes communication in a comprehensive manner, and provides a theoretical framework pertaining to the research subject. Moreover, it states the different stages of employment process, thoroughly explains job interviews, and highlights advice to increase job prospects.

2.2. Theoretical Foundation

Two domains involved in research are theory and observation (Trochim, 2006): "Theories are nets cast to catch what we call 'the world', to rationalize, to explain and to master it" (Popper, 1959, p.59), whereas an observation is the monitoring of what goes on in the real world. The conduction of research entails the combination of these two elements.

The topic of communication has always received attention, especially during the 20th and 21st centuries when multiple research studies were conducted based on various rationales and epistemological and theoretical approaches. Different theories were generated from the latter. This research will approach the subject matter from three perspectives: the persuasive communication theory, the heuristic-systematic processing theory, and the halo effect theory.

2.2.1. Persuasive Communication Theory

G.R. Miller (1980) defined persuasive communication as "any message that is intended to shape, reinforce or change the responses of another, or others." The very first documented approach to study communication goes back to the era of classical Greece when Aristotle (350 B.C.E.) addressed the topic from a philosophical perspective, consequently formulating principles of rhetoric and effective persuasive communication. He generated the first communication model upon which later communication models were built. His model (which will be further explained throughout the section herein) included five factors: control analysis, content analysis, media analysis, audience analysis, and effect analysis.

Systematic, social-scientific approaches to the topic of communication began during the early decades of the 20th century, mainly due to World War II. Influenced by the Freudian philosophy, Lasswell (1948), an American political scientist, analyzed communication in general and focused on Nazi propaganda films (Muth, Finley, & Muth, 1990). As reported in Communication Theory (2010), he noted that a favorable way to describe an act of communication is to answer the following five questions: "Who (Aristotle's 'control analysis') says what (Aristotle's 'content analysis') in which channel (Aristotle's 'media analysis') to whom (Aristotle's 'audience analysis') and with what effect (Aristotle's 'effect analysis')".

During and after World War II, most communication researches were applied and focused on mass media and triggered by social and national concerns. However, post 1960s communication researches reached broader circles. Chief amongst the researchers of that era was Carl Hovland who worked for the US government as a communication expert conducting research related to propaganda. By the end of the war, he returned to Yale University where he initiated a highly productive research program devoted to the study of communication and persuasion. Together with his colleagues (Hovland, et al. 1953), he published a book Communication and Persuasion, suggesting that the key to understanding why people would attend to, understand, remember, and accept a persuasive message was to study the source of the persuasive communication (Lasswell's 'who'), the contents of the message (Lasswell's 'what'), and the characteristics of the receiver of the message or the audience (Lasswell's 'whom').

Among the most recent persuasive communication models is Richard Gross's model (1999), which entails four major factors: source (Lasswell's 'who'), message (Lasswell's what'), recipient (Lasswell's 'whom'), and situation/context (Lasswell's which channel').

Figure 1. The four major factors involved in persuasive communication (arrows between the boxes indicate examples of interaction between variables)

Perception of
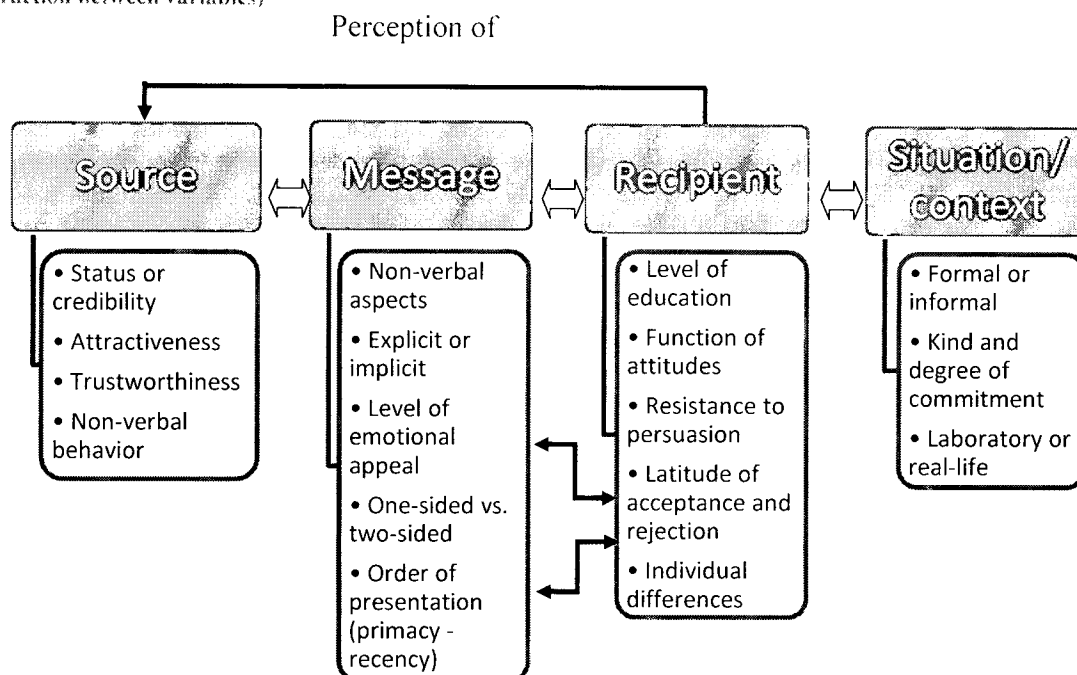
Source: Gross, R. (1999) *Psychology: The science of mind and behavior.* p.442.

- Source
  - Credibility: For a persuasive message to have its intended impact, the source of the message must be viewed as credible. Credibility, which comes from expertise, relationships, goodwill, dynamism, likeability, and reliability (Giffin, 1967), involves the recipient of the message viewing the source as an expert. According to Wu and Shaffer (1987) enhanced credibility leads to greater change in attitude of the message recipient.
  - Attractiveness: According to Wilson and Sherrell (1993, p.102), "Attractiveness may be manifested either in terms of physical attributes of the source (physical attractiveness) or by similarity of values (ideological similarity)." Generally, attractive people are more persuasive in changing the opinions of the audience (Chaiken, 1979). In his book *Influence: Science and Practice*, Robert Cialdini (1988) noted that "we automatically assign to good-looking individuals such favorable traits as talent, kindness, honesty, and intelligence [...].

Furthermore, we make these judgements without being aware that physical attractiveness plays a role in the process."

- Trustworthiness: According to Yalch and Elmore-Yalch (1984), a message argument is more likely to be accepted by the message recipient when the argument comes from a trustworthy message source.

- Non-verbal behavior: This includes kinesics behavior (Birdwhistell, 2011), facial expressions, body language, hand gestures, paralanguage (Poyatos, 2002), vocals, adornment, posture and proxemics, to name a few. Nonverbal cues are interdependent; the more corroborative they are, the higher the chances of persuading the object of persuasion.

• Message

- Non-verbal aspects: These could be intentional or unintentional behaviors demonstrated when communicating the message intended to convince the interlocutor. They're either produced by the body or by the environment to function as a repetition, an accentuation, a compliment, a regulator, or a substitute of the verbal message.

- Explicit or implicit: Implicit messages are understood, though not directly expressed (Oxford Dictionaries, 2014). They may or may not be intentional and are sent through actions. Whereas explicit messages are stated clearly and in detail, leaving no room for confusion or doubt (Oxford Dictionaries, 2014). They are intentionally conveyed in spoken words or on paper. The more consistent the implicit and explicit messages are, the higher the chances of persuading the interlocutor.

- Level of emotional appeal: The Greek philosopher, Aristotle, divided the means of persuasion (or rhetoric) into three categories: Ethos, Pathos, and Logos. Pathos is the emotional appeal, in other words is the mean to persuade by appealing to and stirring the reader's emotions rather than using valid logic. The degree to which emotional appeal impedes with argument processing depends on: (1) the degree of ambiguity of the persuasive message (Eagly & Chaiken, 1993), (2) the levels of argument scrutiny and of motivation to process arguments (Petty & Cacioppo, 1986), and (3) the mood of the message processor.

- One-sided vs. two-sided: A one-sided message presents only one point of view; it reinforces attitudes a person already holds. On the other hand, a two-sided message presents both points of view then arguments to counter the opposing view; it raises arguments contrary to the person's attitudes (counterarguments) then offers evidence to refute those counterarguments

(Lumsdaine & Janis, 1953). Two-sided messages can be more persuasive than one-sided messages, as long as the opposing arguments are effectively countered in the message.

- Order of presentation: The serial position effect (Ebbinghaus, 1885) is a person's tendency to best recall either the first items in a series (primacy effect) or the last items in a series (recency effect). Thus, it is during these two crucial stages that one must send the message instead of during the middle of the interview when the listener's attention is not guaranteed (Vickers, A. & Bavister, S., 2007).

• Recipient

- Level of education: The comprehensibility of a message is an important determinant of persuasion. In general, the higher the level of education in the field discussed by the message source, the higher the comprehensibility of a message.

- Function of attitudes: Different attitudes have different impacts on communication. For instance, a highly motivated message recipient is more prone to be persuaded than an apathetic message recipient (Spielberger, 2004, p.63).

- Resistance to persuasion: Among the many personality traits that affect persuasiveness is self-monitoring. "High self monitors are particularly sensitive to situational cues and adjust their behavior accordingly" (Spielberger, 2004, p.63). They purposively resist persuasion under certain situations such as during persuasive communications that have image-based appeals.

- Latitude of acceptance and rejection: Sherif, C.W., Sherif, M. and Nebergall, R.E. (1965) measured an attitude as a mix of three latitudes: the latitude of acceptance, the latitude or rejection, and the latitude of non-commitment. The latitude of acceptance is an advocated position or topic viewed by a person as acceptable and worthy of consideration. The latitude of rejection is a position or topic viewed by a person as unreasonable or objectionable and questionable. Finally, the latitude of non-commitment is a position or topic viewed by a person as neither acceptable nor objectionable.

- Individual differences: Individuals differ on many levels such as preferences, values, personality, memory, intelligence, physical factors, and reaction time, to name a few. Such differences explain the different behaviors people demonstrate and their different levels of susceptibility to persuasion.

- Situation/context: The situation/context of communication affects how people engage with each other and how they interpret the communication. It entails formality, degree of commitment, and real-life vs. laboratory.

From all four persuasive communication models portrayed above, the following figure could be generated:

Figure 2. Persuasive Communication Model
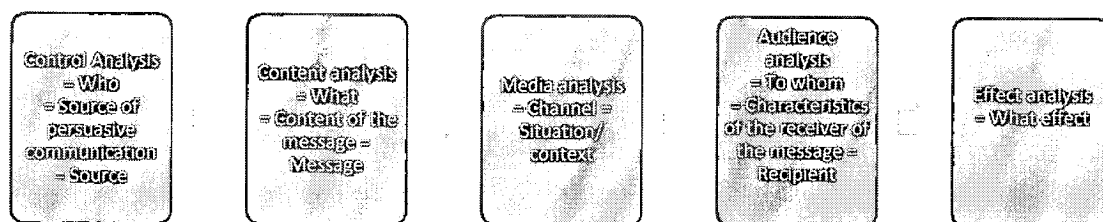
2.2.2. Heuristic-Systematic Processing Theory

A heuristic is a mental decision-making shortcut, noted Gigerenzer and Todd (2000). It is used to avoid analyzing the content of a message and in processing social or any other kind of information when resources and/or time are either unavailable or limited (R. Matthews, 2005). Despite the fact that heuristics aid in simplifying decisions, people's tendencies to use these "rules of thumb" can hinder decision making effectiveness and lead to biased judgments (D. Bernstein, 2013). Three core rules function as the building blocks of heuristics: rules for guiding search, rules for stopping search, and rules for decision making (Todd and Gigerenzer, 2000). For the purpose of this paper, only the rules for decision making will be studied.

Over the years, researchers have studied the negative aspects of heuristics in decision making. Tversky and Kahneman (1974) pointed out the three main heuristics engaged in making judgments under ambiguity, they are: representativeness, availability, and anchoring. Baumeister and Bushman (2010, p.141) noted that "representativeness is the tendency to judge the frequency or likelihood of an event by the extent to which it resembles the typical case". It is estimating the probability of an event by comparing it to a pattern of previous experiences or beliefs already existing in the mind, in other words, by comparing it to an existing prototype (D. Kahneman & S. Frederick, 2002). The

second common heuristic fallen for when taking decisions is the availability heuristic which is argued to "refer to a tendency to form a judgment on the basis of what is readily brought to mind" (Medin and Ross 1997, p.522). People fall for the availability heuristic when judging the probability or frequency of an event based on remembering immediate examples that come to mind (i.e., that are cognitively available to them) rather than conducting realistic appraisals. The third and last heuristic applied when taking decisions is the anchoring heuristic, which signifies drawing on information as a starting point, or 'anchor', for a certain event or person of which little or no information is available. It is the heavy reliance on one piece of information when taking a decision.

2.2.3. Halo Effect Theory

Another theory dealing with persuasive communication is labeled as the 'Halo Effect'. This theory was coined by the American psychologist Edward Thorndike year 1920 in his paper *The Constant Error in Psychological Rating.* According to Gregory (2004), the halo effect is "a powerful social phenomenon, that reputation or belief affects judgment". It is "a kind of implicit personality theory, in which one positive (or negative) trait is used to infer other positive (or negative) traits" (Gross, 1999, p.378). It's a condition that skews the interviewer's judgment, and results when limited characteristics about the job applicant influence the interpretation of the applicant's entire personality. One of the common job candidate evaluation errors is halo effect, in which the interviewer's overall impression of the job applicant, whether positive or negative, colors every item in the evaluation (Jacobs and Kozlowski, 1985, pp.201-212). People, in general, tend to see others in a consistent way for it is easier to regard a person as an individual who is either all-good or all-bad. This is especially true in the case of job interviews where information on the job applicant is scarce and time is limited.

There is no one theory that fully explains communication during a job interview and its perceived impact on job prospects, thus the integration of all three theories mentioned and explained above for the purpose of this study.

2.3. The Employment Process

A helpful definition of the employment process is "searching for and obtaining potential job candidates in sufficient numbers and quality so that the organization can select the most appropriate people to fill its job needs" (Dowling and Schuler, 1990, as cited by Gulati 2009). The two major phases of employment process are recruitment and selection.

Recruitment is "activities or practices that define the characteristics of applicants to whom selection procedures are ultimately applied" (Boudreau and Rynes, 1985, p.359). It helps in creating a pool of applicants from which a predetermined required number is selected later on at the selection phase. Nowadays, talent acquisition became synonymous to recruitment reflecting the importance of human factor in the organization's success (Santosus, 2005). At the very beginning of the recruitment stage, Human Resources personnel realize the need to replace a vacant job position or to fill a newly created one. The vacancy is then advertised/ posted at different contexts depending on the job position itself and the targeted job applicants. At a later stage, job descriptions and job specifications must be designed for each job vacancy. The job description, also referred to as position description, is a clear and detailed summary of the specific tasks, duties, and responsibilities of a specific job. It is a reflection of the general conditions under which the job's duties and tasks will be performed and of the physical demands of the job. It provides prospective and current employees with a clear understanding of what they ought to do and what results are expected from them. While a job description concentrates on what the job consists of, a job specification concentrates on the qualifications needed to perform the job. It is a summary of the skills, knowledge, education, experience, and abilities that are required to perform the job's tasks and duties efficiently and effectively.

The second major step in employment process is selection, which is the employer's assessment of applicants' characteristics in an attempt to determine the 'fit' between the job and applicant characteristics (Daft, 2012). The selection devices or screening methods most frequently used to assess applicants qualifications are: the application form, interview, employment/psychological test, reference checks, and assessment center. Each of these devices must be carefully designed to ensure they result in the obtaining of information that is pertinent to the job, by that, avoiding violating legal requirements.

This paper studies the perceived impact of communication on job prospects in Lebanon, specifically during job interviews, thereby necessitating a more detailed explanation of what a job interview entails. An interview is "a two-way communication process that is designed to predict both a job candidate's ability to perform the job tasks required and the ability to adapt to the organization's social environment" (Tanke, 2001, p.131). This selection technique is used in mostly all organizations recruiting job applicants at whichever level. Regardless of the means or number of the interview, there are two basic forms of interviews: structured and unstructured (Bernard, 1994; Burgess, 1984; Mason, 2002).A structured interview, also called directive interview, is a fixed-format interview in which all questions are predetermined. It is the simplest form of interviews for it is standardized, easy to replicate, and provides accuracy and dependability required in comparing job applicants. On the other hand, an unstructured interview is a non-fixed format interview in which the interviewer has the ability to improvise, consequently steering the interview to his preferred direction with each question/comment he asks/ makes depending on the interviewee's previous responses and the goals and objectives of the interview. It allows more freedom of expression to both the interviewer and the interviewee. This type of interview lacks the reliability and accuracy provided with structured interviews due to the fact that it is not standardized among all interviewees (P. Collins, 1998).

2.4. Improving Job Prospects

André (2008) provided an eight-step checklist interviewers rely on in assessing interviewed job candidates. Based on it, the following interview advice was generated: Make a good first impression, engage in self-praise and self-promotion, show cooperation and flexibility, make self-image statements, and exude friendliness and extroversion.

2.4.1. Make a good first impression

Prickett et al (2000) in *The Importance of First Impressions in a Job Interview* tested whether it was possible to guess the outcome of job interviews from observing the interaction between the interviewer and interviewee. She found out that an observer could predict whether or not the interviewee would be hired from merely observing the first 15 seconds of the interview. What happened in those few seconds (exchange greetings and seat taking) sufficed to determine the candidate's future. In fact, "first impressions are the fundamental drivers of our relationships. In a sense, it's a little like the principle of chaos theory, where the initial conditions can have a profound

impact on the eventual outcome. A first impression is your initial condition for analysing another human being" argued Bernieri (2000, referenced by Stapleton, S., 2012). Some tips on making a good first impression are showing up 10 to 15 minutes prior to the appointment, dress professionally and conservatively, be well-groomed, practice good posture, be confident, and smile genuinely (Dexter-Wilson, 2013).

2.4.2. Engage in self-promotion and self-praise

In the study *Self-Presentation Style in Job Interviews: The Role of Personality and Culture*, Paulhus et al (2013) found that self-praise and self-promotion led to higher performance evaluations. Therefore, the candidate should engage in self-promotion and self-praise during job interviews by letting the interviewer in on how he/she performed at previous jobs and telling the interviewer what interests him/her in the company and how he/she chose that particular career.

2.4.3. Demonstrate cooperation and flexibility

In *The Guide to Workplace Cooperation* (Hong Kong, Labor Department) it was stated that "the competitive edge in any business can be enhanced when an employer is able to build up a highly motivated, dedicated and efficient team of employees to serve their customers. To have an effective workplace cooperation mechanism in place is one of the means to achieve this end." Moreover, "An effective workplace cooperation mechanism helps minimize unnecessary misunderstanding." (Hong Kong, Labor Department, Guide to Workplace Cooperation) The two benefits of cooperation mentioned above explain employers' search for cooperative prospective employees. Flexibility and adaptability are two interchangeably used characteristics sought in employees. They are the ability to change or to be changed due to changes in circumstances.

2.4.4. Make self-image statements

Self image statements are made by shedding light on one's successes, confidence, goal- and result-orientation, high motivation, high energy levels, and organization.

2.4.5. Exude friendliness and extroversion

The Five Factor Theory (McCrae and Costa, 1987), commonly known as The Big Five, identifies five fundamental dimensions which define an individual's personality. One of The Big Five personality factors is Extraversion and energy vs. introversion and passivity.

Extraverts are sociable, friendly, fun-loving, warm, gregarious, active, and excitement-seeking. On the other hand, introverts are passive, reserved, aloof, inhibited, and task-oriented. In organizational

life, most people want to get along and get ahead (J. Hogan and B. Holland, 2003). Applying the Big Five model of personality, leaders' most consistent trait is extraversion (R. Hogan, G.J. Curphy & J. Hogan, 1994; J.A. Judge, R. Illies, J.E. Bono & M.W. Gerhardt, 2002).

2.4.6. End the job interview on a positive note

Practicing proper interview etiquette till the last second of the interview is advised. Just as the interviewer starts wrapping up the interview, the interviewee must ask a few questions inquiring about the next step of the employment process. He must allow the interviewer to stand up before he does, shake hands as they make eye contact, and give a genuine smile while still holding the eye contact.

2.5. Conceptual Framework

Figure 3. Conceptual Framework

Persuasive Communication
- Who
- What
- Whom
- Which channel
- What effect

Heuristic-Systematic Processing
- Representativeness
- Availability
- Anchoring

Halo Effect
- First impression

Increasing Job Prospects
- Self-promotion and self-praise
- Cooperation and flexibility
- Self-image statements
- Friendliness and extroversion
- End job interview on a positive note

Perception of

Source	Message	Recipient	Situation/context
• Status or credibility	• Non-verbal aspects	• Level of education	• Formal or informal
• Attractiveness	• Explicit or implicit	• Function of attitudes	• Kind and degree of commitment
• Trustworthiness	• Level of emotional appeal	• Resistance to persuasion	• Laboratory or real-life
• Non-verbal behavior	• One-sided vs. two-sided	• Latitude of acceptance and rejection	
	• Order of presentation (primacy - recency)	• Individual differences	

2.6. Conclusion

So far, a discussion of the different theoretical foundations related to communication and its perceived impact on job prospects have been discussed and the theoretical foundation adopted by the study has been presented. Furthermore, the employment process has been thoroughly explained, with emphasis on the interview procedure, and advice on increasing job prospects has been laid. The following chapter outlines the strategy adopted in conducting this research and describes the data collection techniques, processes and measures relied on in enhancing validity and credibility.

Chapter 3
The Proposed Methodology

3.1. Introduction

The two main purposes for writing a section on methodology are the demonstration of knowledge of the research methodology intended to be used and the description of specific procedures adopted to get answers to the research question(s). In this chapter the philosophical dimension and the specific procedures adopted to approach the research problem will be articulated, the population and sampling procedure will be explained, and the research methodology and strategy will be described. Furthermore, the procedure used in designing the instrument and the collection of the data will be formulated, methods used in answering the research questions will be rendered, and an explanation about the statistical procedures used to analyze the data will be provided.

3.2. Philosophical Dimension

Pannone (2007, p.10) noted, "Philosophy is the perennial search of truth. It is born of wonder, engaged with its history, self-critiquing, and filled with pregnant tensions about the limit of human knowledge, the relation between philosophical speculation and practical life, and the relation of wisdom and knowledge. Furthermore, philosophy addresses questions of how to think (logic, epistemology, and philosophy of mind), how to act (ethics and political philosophy), and how the world is (metaphysics and philosophy of science), among many others." According to Halfpenny (1997), there are three main philosophical dimensions: positivism, post-positivism, and phenomenology. Each views the aims of researches differently, preferring different methods of data collection.

3.2.1. The Positivism Perspective

Positivism is a scientific method initiated by the French sociologist Auguste Comte in the early 19th century as a result of the rejection of metaphysics and theism (Comte, 1848). It attempts to understand society through the codependent utilization of theory and observation. In other words, it is the description of experienced phenomena based on the science behind humanity (i.e. based on

observations and measurements). According to positivism, social life is observed with the senses and measured in a methodological way in order to establish consistent and valid knowledge on how it works, this knowledge is used in predicting and controlling social life (Bryman, 2012). Positivists presuppose that there is an objective reality which people can know and that can be accurately described and explained in symbols. They believe that there are general patterns of cause-and-effect that can be used to predict and control natural phenomena. The aim of research is to determine those patterns. To collect accurate, non-biased data on which to base research, positivists observe, measure and make sure researchers are independent from their corresponding research.

3.2.2. The Post-positivism Perspective

Post-positivism (also referred to as postempiricism) is not a mere shift away from positivism (as its name may infer), but is a complete research position on its own. It is the use of grounded theory to examine and assess variables and their relationships in situations where quantitative measurement and statistical controls on their own are not plausible and to validate/falsify hypotheses. Post-positivism is based on the following three assumptions: (1) knowledge can best be gained through a search for regularities and causal relationships among components of the social world, (2) a complete separation between the investigator and the subject of investigation eases the discovery of those regularities and causal relationships, and (3) the use of the scientific methods guarantees this separation. Post-positivists see no difference between how scientists and non-scientists think and work. According to them, scientific reasoning and common sense reasoning are identical. The only difference they see is in the degree of verifiability, accuracy, and consistency which only scientists ensure by following certain procedures. Post-positivists believe that a researcher's observations are highly influenced by his/her background, values and knowledge and by the theories adopted.

3.2.3. The Phenomenology Perspective

Phenomenology is a school of thought established by the German philosopher Edmund Husserl in the early years of the 20th century (Stanford Encyclopedia of Philosophy, 2013). It emphasizes the study of how the research applicants experience the phenomenon under study and focuses on their subjective experiences and interpretations of that phenomenon. Phenomenologists often "gain the sort of insights into people and situations" (Easterby-Smith, Thorpe and Lowe, 1991, p.71) by

collecting data through the conduction of in-depth, open-ended, and unstructured interviews. Therefore, phenomenology is the objective study of matters that are usually regarded as subjective.

The concern of this research is gaining objective knowledge on a subjective situation. The nature of the knowledge sought out necessitates the use of a triangulation for it "strengthens a study by combining methods" (Patton, 2001, p.247). According to Patton (2001, p.247), "This can mean using several kinds of methods or data, including using both quantitative and qualitative approaches". The triangulation will be used in collecting data and measuring variables within the situation in an attempt to unveil the true relationship between communication styles and job prospects in Lebanon and to understand this relationship well enough to be able to predict and control it. Thus, post-positivism research approach will be adopted due to its wider criteria for data accessibility than is in the case of positivism and phenomenology and for its production of quantitative data from large amounts of qualitative data using statistical methods.

3.3. Research Approach

In conducting a research study, there are two distinct, opposite methods of reasoning: deduction and induction (Babbie, 1998).

3.3.1. Deductive Reasoning
Deductive reasoning moves from a general base to a more specific conclusion. It is informally referred to as top-down approach. Using this approach the researcher starts with a theory from which he comes up with hypotheses to test by collecting observations, consequently confirming/refuting the hypotheses.

3.3.2. Inductive Reasoning
On the other hand, inductive reasoning moves from a specific base to a general conclusion. It is informally referred to as bottom-up approach. Using this approach, the researcher moves in an opposite direction than he/she would if adopting the deductive approach. The researcher starts with specific observations and measures from which he/she detects patterns upon which he/she bases his/her hypotheses and in the end comes up with a theory.

In this research, a deductive reasoning will be adopted for the research begins with three theories governing the topic of interest: persuasive communication theory, heuristic-systematic processing theory, and halo effect theory. Then research hypotheses are generated and tested and observations are collected to address them, proving them either right or wrong.

3.4. Research Design

Research design is the structure of the research that relates all elements of the research project: the population and sampling procedure, the research methodologies and strategies, and the data collection tools.

3.4.1. Population and Sampling Procedure

The term population of interest refers to a research's specific group upon which its findings will be generalized. A sampling frame (also known as a survey frame) is the actual set of units from which a sample has been drawn. Ideally, the sampling frame and the population of interest coincide. Part of the population of interest is a sample which is a sub-collection selected from a population. It must be large enough to be accurate, non-biased, precise, and representative of the population. Sampling is measuring a small portion of a group then making a general statement about the entire group. It makes possible and easier the study of a large heterogeneous population.

The population of interest of this research is constituted of job interviewers and interviewees working locally in an array of industries reflecting the Lebanese economic structure, which is based on four main pillars: service, manufacturing, agriculture, and commerce. Ideally, a stratified sampling would be used. This probability sampling method entails dividing the population of job interviewers and job interviewees in Lebanese companies operating locally into groups, each representing a different industry. Then equal subsamples are taken from each group. Those subsamples all together make up the sample which represents all industries in Lebanon. But since an official list of all industries in Lebanon is not available and since generating a list in the names of all job interviewers and job interviewees in Lebanese companies operating locally is not feasible, stratified random sampling cannot be used. Instead, 125 job interviewees will be randomly selected

and 16 job interviewers, will be purposively selected (Patton, 2001) for they are experts in interviewing in the market and are able to provide information needed in conducting this research, and for this research's background requirements. As a result, the attempt to cover the different industries in Lebanon succeeds and market representativeness is ensured.

3.4.2. Research Strategy and Methodology

Over the years, a large number of research strategies and methodologies have been identified. Galliers (1991, p.149), for instance, identified 14 strategies and methodologies summed up in Table1.

Table 1. List of Research Methodologies

Positivist		Phenomenological	
Case studies		Action Research	
Field Experiment		Case Study	
Forecasting		Descriptive/interpretive	✓
Laboratory Experiment		Future Research	
Simulation		Reviews	
Questionnaire	✓	Role Playing	
Theorem Proof		Subjective/argumentative	

Source: Galliers, R.D. (1991, P.149) Strategic information systems planning: myths, reality, and guidelines for successful implementation. European Journal of Information Systems 1 (1)

The research strategy adopted in conducting this study is a survey, a research strategy designed to collect data from a sample of specific population, or the population as a whole, utilizing a questionnaire and/or an interview as its instrument (Robson, 2002). For this research, both survey instruments will be used to cover all aspects of job interviews and ensure comprehensiveness; a questionnaire will be handed out to 178 job interviewees and a semi-structured interview will be conducted with 16 job interviewers. The questionnaire was decided upon as the ultimate research methodology to cultivate answers from job interviewees due to the large number of questions at hand and in order to elicit the beliefs, attitudes, perceptions, and experiences of the sample of interviewees. On the other hand, the purpose of the semi-structured interviews is the observation, description, and analysis of settings as they are, maintaining "empathic neutrality" (Patton, 2001, p.49) for the researcher acts as a human instrument in data collection (Lincoln & Guba, 1985), "can locate and strike a target without having been programmed to do so" (Lincoln and Guba, 1985, p.193-194), and "has the complete capability of summarizing data on the spot and feeding it back to

an informant for clarification, correction, and amplification" (Lincoln and Guba, 1985, p.194). The quasi-subjective nature of semi-structured interviews allows the researcher to draw on his/her personal experiences in order to get a closer understanding of the interviewees' responses (Schneider, 1999).

3.4.3. Data Collection Tools

In an attempt to collect data, 125 filled-out questionnaires will be collected from 125 job interviewees and semi-structured interviews will be conducted with HR professionals from 16 different companies. Following are the explanations of both research methods.

3.4.3.1.Questionnaire

In an attempt to reach a broader circle of job interviewees the questionnaire was prepared in two forms: electronic (Appendix 4) and paper-and-pencil (Appendix 5). The questionnaire is divided into seven parts: Part One, an introductory part – Part Two (Section 1 in the questionnaire), Background Information – Part Three (Section 2 in the questionnaire), Nature of the Interview – Part Four (Section 3 in the questionnaire), The Interviewee – Part Five (Section 4 in the questionnaire), The Interviewer – Part Six (Section 5 in the questionnaire), Results of the Interview – and Part Seven, final notes. The introductory part provides respondents with the name of the organization conducting the survey, an assurance of confidentiality of information collected, and an explanation of how the information will be used. In addition, a brief thank-you note is included. The second part of the questionnaire is concerned with collecting background information, commonly known as demographics. This section includes four dichotomous questions (gender, disabilities, employment history, and current employment status), three fill-in-the-blank questions (age, primary area of previous/current employment, and years of work experience), and five multiple-choice questions (marital status, current governorate of residence, job position, industry, and highest completed level of education). The purpose behind those questions is studying the relationships between those demographic variables and the results as well as variation of responses. The third part of the questionnaire starts with a logical workflow question, which either requests the respondent to stop answering the questionnaire or to carry on, depending on the answer. In the latter case, the respondent is asked to recall the last job interview he/she sat for when answering all remaining questions. Thereafter, three questions pertaining to the nature of the interview are asked: the

situation/context of the interview, the degree of commitment to getting the job, and how long the interview took. In the fourth part, the respondent is given a set of 35 criteria upon which he/she is asked to rate him/herself during the interview. The rating is on a scale from 1 to 7; where 1 connotes 'highly disagree' and 7 connotes 'highly agree' (the latter scaling is kept constant all throughout the questionnaire). In the fifth part, the respondent is asked to rate the interviewer during the interview upon a set of 17 criteria. The sixth part is concerned with the results of the interview. It entails one dichotomous question and three rating questions. The seventh and final part provides the respondent with information regarding handing in the completed questionnaire, contact information in case of inquiries, and a thank-you note.

The following table, Table 2, reveals the links between the several sections of the questionnaire and the conceptual framework.

Table 2. Links between the questionnaire and the conceptual framework

Data Collection Tool	Section Number in Questionnaire	Conceptual Framework
Part One	N/A	N/A
Part Two	Section 1	• Persuasive communication theory's 'Who'
Part Three	Section 2	• Persuasive communication theory's 'Which channel: Situation/context'
Part Four	Section 3	• Persuasive communication's 'Who/source' and 'What/message' • Increasing job prospects • Halo effect
Part Five	Section 4	• Persuasive communication's 'Whom/recipient'
Part Six	Section 5	• Persuasive communication's 'what effect'
Part Seven	N/A	N/A

3.4.3.2.Semi-structured Interview

The semi-structured interview was designed to acquire information on the subject of the research from job interviewers' perspective. 16 semi-structured interviews were conducted with employees/ managers in the human resources department of 16 different companies. In some cases, the interviewees were employers/managers given human resources responsibilities, despite them working in different departments, since the companies they represented do not have human resources departments. In an attempt to cover all four pillars of the Lebanese economy, the companies chosen were diverse: seven in commerce, three in manufacturing, five in service, and one in agriculture.

An interview guide, also referred to as a data collection plan, was developed to ensure that the same general areas of information are collected from each interviewee, consequently providing the interviewer focus without hindering freedom and adaptability in collecting information from the interviewees. The interview was divided into two main, structured sections: general background of the job interviewers (this interview's interviewees) and direct, targeted questions.

The general background questions asked for the following:

1. Name of the organization
2. Name of the interviewee
3. Job position of the interviewee
4. Interviewee's years of work experience in the company
5. Interviewee's educational background

The direct, targeted questions are the following:

6. What are the steps leading to the job interview?
7. Would you please describe a typical job interview you conduct?
8. What are some positive aspects in a job interviewee?
9. What are some negative aspects in a job interviewee?
10. With which attitude do you usually approach job candidates?
11. Which persuades you more, appeal of logic or appeal of emotions?
12. Are the interviews you conduct formal or informal in nature?

13. Are there specific questions an interviewee might ask and by that impress you?

14. What are the questions an applicant mustn't ask?

15. What aspects might immediately drop a job interviewee's chances of getting hired/drop your interest in the job interviewee?

16. How important is first impression when evaluating an applicant?

17. Which information stick in your head the most, information presented to you by the job interviewee at the beginning of the interview or ones presented at the end of it?

18. Do you purposively resist persuasion?

19. When short on time, what changes occur to the recruitment/selection process?

20. If a job applicant reminded you of someone who has left a positive/negative impression on you, will that positively/negatively affect his/her chances of getting the job?

21. If the job applicant represents a typical case (i.e. a man with tattoos, piercings, gage...), will that affect your hiring decision?

22. When short on time, do you heavily rely on one piece of when you HAVE to fill a job vacancy?

23. If an applicant is referred to you by someone, will your relationship or thoughts of the referee affect your evaluation of the applicant?

Since the interview is semi-structured, some questions emerged from the dialogue between the interviewer and the interviewee either for clarification purposes or for a desire for further information. Such questions are:

• Follow-up questions: - Could you expand on that point?

           - You mentioned that ... How did you feel about it?

• Probing questions: - Do you have further examples?

         - Could you say something more about that?

• Specifying questions: - What did you think then?

         - How did your body react?

• Structuring questions: - I would now like to introduce the topic of...

• Interpreting questions: - You mean that ...

         - Is it correct that you feel that ...

For some questions (ex: questions number 11,12, and 13), further explanation and provision of examples were required to ensure complete and full understanding of the questions in order to avoid unnecessary, unwanted answers and/or wrongful answers (answers not relating to the asked question) that might affect the analysis and findings.

Despite the fact that it does not relate to the conceptual framework in any way, question 6 was added as it allows a better understanding of the job interview itself.

The following table, Table 3, reveals the links between the interview's structured questions and the conceptual framework.

Table 3. Links Between Interview Questions and Conceptual Framework

Interview Question Number	Conceptual Framework
1	N/A
2	N/A
3	Persuasive Communication's 'Whom' or 'Recipient'
4	Persuasive Communication's 'Whom' or 'Recipient'
5	Persuasive Communication's 'Whom' or 'Recipient'
6	N/A
7	Persuasive Communication's 'Which channel' or 'Situation/context'
8	Persuasive Communication's 'Who' or 'Source' and Increasing Job Prospects
9	Persuasive Communication's 'Who' or 'Source' and Increasing Job Prospects
10	Persuasive Communication's 'Whom' or 'Recipient'
11	Persuasive Communication's 'Whom' or 'Recipient' and 'What' or 'Message'
12	Persuasive Communication's 'Which channel' or 'Situation/context'
13	Increasing Job Prospects
14	Increasing Job Prospects
15	All three theories
16	Halo Effect
17	Persuasive Communication's 'What' or 'Message'
18	Persuasive Communication's 'Whom' or 'Recipient'
19	Heuristic-Systematic Processing
20	Availability Heuristic
21	Representativeness Heuristic
22	Anchoring Heuristic
23	Availability Heuristic

3.5. Conclusion

The purpose of this chapter was to review the philosophical assumptions underlying the research methodology, describe the research approach, and discuss the research design of this study. Table 3 serves as a summary for this chapter. It highlights the choices made in the conduction of this research at the three different levels of decision-making.

Table 4. Summary of Chapter 3, The Proposed Methodology

Level of Decision	Choice
Philosophical dimension	Post-positivism
Research approach	Deductive
Research design: • Population and sample • Research strategy and methodology • Data collection tools	 • Population: Job interviewers and interviewees in Lebanon. Sample: 125 job interviewees and 16 job interviewers. • Strategy: Survey. Methodology: Questionnaire for the interviewees and semi-structured interview for the interviewers. • Please refer to Table 2 and Table 3

The next chapter, chapter 4, presents the findings and analyzes and discusses them in details.

Chapter 4
The Analysis

4.1. Introduction

Before moving on to the analysis section of this research, it is important to reiterate the research's purpose, which is to explain the perceived impact communication has on job prospects in Lebanon, relying on the persuasive communication theory, the heuristic-systematic processing theory, and the halo effect theory.

The research study will attempt to examine the following hypotheses:

H1:   There is a significant linear relationship between some demographic variables - particularly the respondent's (1) age, (2) years of work experience, (3) highest completed level of education, and (4) degree of commitment to get the job applied for – and the respondent's perception of his/her own performance during the job interview.

H2:   There is a significant linear relationship between some demographic variables – particularly the respondent's (1) age, (2) years of work experience, (3) highest completed level of education, and (4) degree of commitment to get the job applied for – and the respondent's evaluation of the interviewer's performance during the job interview.

H3:   The respondent's perception of his/her own performance varies with respect to some demographic variables – particularly the respondent's (1) age, (2) years of work experience, (3) highest completed level of education, (4) degree of commitment to get the job applied for, (5) gender, and (6) the situation/context of the interview.

H4:   The respondent's perception of the interviewer's performance during the job interview varies with respect to some demographic variables – particularly the respondent's (1) age, (2) years of work experience, (3) highest completed level of education, (4) degree of commitment to get the job applied for, (5) gender, and (6) the situation/context of the interview.

H5:   The respondent's perception of his/her fit with the job applied for varies with respect to some demographic variables – particularly the respondent's (1) age, (2) years of work experience, (3) highest completed level of education, (4) degree of commitment to get the job applied for, (5) gender, and (6) the situation/context of the interview.

H6:   The respondent's perception of his/her performance during the job interview varies with respect to the actual result of the interview (got/did not get the job).

H7:   The respondent's perception of the interviewer's performance during the job interview varies with respect to the actual result of the interview (got/did not get the job).

H8:   The respondent's perception of his/her fit with the job applied for varies with respect to the actual result of the interview (got/did not get the job).

4.2. Empirical Study 1: Semi-structured Interview Analysis

In order to cover the four main pillars of the Lebanese economy and maximize the depth and richness of the data collected to address the research questions (Kuzel, 1999), 16 locally-operating companies were purposively selected (Patton, 2001) for the conduction of the semi-structured interviews (Appendix 2). An invitation was prepared to inform the subjects (human resources professionals) about the study and invite them to participate. It was either sent via email or discussed over a phone call. An outline of the research invitation is presented in Table 5.

Table 5. Research Invitation Outline

1-	Name of the researcher
2-	Profession of the researcher
3-	Name of the organization the researcher represents
4-	Purpose of the email/phone call
5-	Description of research under study
6-	Description of topics that will be tackled during the interview
7-	Approximate duration of the interview
8-	Benefits from participating in the research (at the subject and the company's levels)
9-	Confidentiality confirmation
10-	Researcher's contact information

The subjects either immediately confirmed their willingness to participate in the research, or requested more time to discuss the matter with the individual authorized to deal with external research issues. The first interview was conducted right upon receiving the first confirmation. In a matter of two weeks, all 16 interviews were conducted.

The following table, Table 6, presents the profiles of this research's interviewees. Each profile includes the interviewee's name, the company he/she represents, his/her current job position, his/her educational background, his/her years of work experience at the company of current employment, and the approximate duration of the interview conducted with him/her.

Table 6. Research Interviewees' Profiles (listed by alphabetical order of company's name)

Name of Interviewee	Name of Company	Job Position	Educational Background	Years of work experience (at the company)	Approximate duration (in minutes)
Carla Malik	ADMIC	Senior Personnel Officer	BA in HR	2	90
Zayan Rahme	Bycop S.A.L.	Sales Manager	BA	20	50
Arexy Dedejian		Operation Manager	BA	14	
Celine Bassil	CCL Int.	HR Manager	MBA & PHR	4	120
Nisrine Mattar		HR Officer	BA in HR	2	
Laurène Boumalhab	Credit Libanais	Head of Recruitment & Evaluation Department	BA in Banking, Degree in Law, and SPHR	16	90
Jobel Kaddoum	Debbane Saikali Group	Head of Performance Management	BA in Management and Master's in HR	4	75
Ray Kazan	Diageo	HR Officer MENA	BA in Hr and MBA in Mass Communication	1	Over email
Randa Alamuddin	Fattal	Recruitment Officer	BA in Marketing and Minor in HR	10	90

Nicolas Abou Fayssal	Gardenia Grain D'Or	Owner, CEO	Degree in law	24	90
Nayiri Avakian Baainy		Executive Coordinator	Graphic design	2	
Ibrahim K. Zaidan	Group Med Services S.A.L.	Department Head Personnel & Administration	BA in accounting and BA in HR	20	100
Deena Assi	Hôpital Libano-Français	HR Consultant	BA in Management, Minor in Psychology, and MBA in Organizational Behavior	2	90
Jana Kheir	LBC Group	HR Manager	BA in Management and Marketing and MBA in Employee Relations	2	90
Pierre Sayegh	Librairie du Liban Publishers	Owner, CEO	BA in Economics and MA	21	120
Pierre Matta		Director	BA in Finance	17	
Hana Arida Zavzavadjian	Ministry of Food S.A.L.	HR Generalist	BA in Hospitality Management and PHR	3	45
Mohamed Azakir	Phoenicia Intercontinental Hotel	HR Manager	BA in Hospitality Management and General MBA	1	45
Aline Mansour	Rim Natural Spring Mineral Water S.A.L.	HR Manager	BA in Sociology and MBA in HR	5	60
Nisrine Hajj-Moussa	Zuhair Murad	Personnel Supervisor	BA in Management and Master's in HR	3	60
				$\Sigma =$	1215 minutes
				$x \approx$	76 minutes

The information provided in Table 6 is evidence of the credibility and depth of the interviews conducted, based on:

- Interviewees' current job positions: Out of all the interviewees, 13 are HR professionals: six at mid-level career positions and seven at senior level positions. The rest are either CEOs or line managers/heads of departments.

- Interviewees' educational backgrounds: The majority of the interviewees have an HR educational background: minor in HR, BA in HR, MBA in HR, or HR certificates such as PHR and SPHR.

- Interviewees' years of work experience: The average number of years of work experience at each interviewee's company of current employment is 8.65 years (approximately, 8 years and 8 months).

- Interview duration: the sum of minutes spent on interviewing is approximately 1,215 minutes, or 20 hours and quarter an hour. Whereas the average duration of each interview is approximately equal to 76 minutes.

The below analyzed responses are provided in relevance with the theories governing this research starting with the persuasive communication theory, then the halo effect theory, and ending with the heuristic-systematic processing theory. For the purpose of consistency, and to avoid misleadingness, this research's interviewees will be referred to as 'interviewees' and job interviewees will be referred to as 'job candidates'.

With respect to the positive aspects of job candidates, all interviewees noted that those highly depend on the job position applied for. Nevertheless, they each provided a list of aspects they seek in any job candidate, regardless of the job position he/she is applying for.

A majority of the interviewees agreed that the job candidate's level of preparation for the interview is very crucial in assessing him/her. Doing enough homework on the company applied to and the job applied for is among the best ways to impress an interviewer. Pursuant to the interviewees, "showing interest in the company" (CEO) by "asking about where a certain project went" (HR Manager) or "congratulating me [HR manager] on an award we [the company the HR manager represents] won" are ways to substantially increase the chances of being considered for the job. Preparation also

entails physical self-presentation. Job applicants who smell good, have good personal hygiene, and are well-groomed and appropriately-dressed positively prepossess job interviewers.

Similarly, a majority of the interviewees noted that trustworthiness, honesty, and authenticity are regarded among the most important aspects in a job candidate. As one interviewee puts it, "If I can't trust this person with the information he provides on his CV, how am I supposed to trust him with the company and its people (employees, suppliers, clients...)?" (Head of Personnel Department).

According to the interviewees, an equally important aspect is quality self-confidence, which is exhibited through making direct eye contact, providing a firm handshake, "power-posing" (HR Officer), "smiling genuinely" (Recruitment Officer), and engaging in a relaxed but passionate communication style.

Another aspect mentioned by most interviewees as a positive one is communication. A job candidate with excellent communication skills has a competitive advantage. Interviewees defined proper communication as "easy-flowing" (Operation manager) and "two-way" (Head of recruitment and evaluation department). As reported by the interviewees, "giving clear examples of previous behaviors" (HR manager), "speaking with the same language I [the job interviewer] am using" (HR consultant), "giving examples from past experiences and relating them to their goals without being asked to" (HR consultant), "replying to questions appropriately" (HR manager), and "presenting himself professionally and revealing real-life experience" (HR manager) are some examples of what impressed the job interviewers in job candidates' conversational styles.

Pursuant to the interviewees' responses, a majority of them are impressed by a positive energy exuberated all throughout the interview regardless of what may come. As one interviewee puts it: "keeping her [a job candidate's] hopes high and her smile on her face till the end of the interview even though she sensed I disliked her made me change my mind about her".

Another positive aspect almost half the interviewees mentioned is the ability to work within a team or a "great team spirit" (senior personnel officer). A long with it are sociability, extroversion, selflessness, and acceptance of reporting line and superiority at work.

Other traits mentioned by an interviewee or two as positive aspects in job candidates are: excellent skills with respect to customer service, attractiveness, availability to travel, organization, humbleness, openness to cultural diversity, wit, commitment, high emotional intelligence,

dynamism, tidiness, and task-, detail-, and goal –orientation. It is important to note that the aforementioned traits are particular to certain job positions and industries and not generalized.

Moreover, interviewees were asked about the negative aspects of job candidates. The general consensus was that 'rudeness' and 'disrespect' were the most influential motives behind discarding a job applicant. Some of the rude, disrespectful behaviors and attitudes mentioned are chewing gum, being indifferent, rolling eyes, taking phone calls, showing up late to the interview without apologizing, sitting improperly, flirting, using blasphemy and improper language, dressing inappropriately, and bashing previous/current company of employment and/or manager. A number of interviewees agreed that they do not expect all job candidates to dress formally for job interviews, rather to dress tailored to the formality level of the job applied for.

Second to the aforementioned traits are the antonymous diffidence and arrogance. Diffidence is referred to by the interviewees as "shyness" (CEO), "timidity" (HR Officer), "self-effacement" (HR Officer), "introversion" (HR Consultant), "nervousness" (HR Consultant), and "aloofness" (HR Manager). Among the many behaviors and attitudes deemed as such are: inability to make/keep eye contact, giving a "dead fish handshake" (HR Manager), coming to the interview with an "escort" (HR Manager), applying to a job position less than what is deserved, being a "silent member" (HR Manager), and "providing closed answers to open questions" (HR Manager). It is important to note that all interviewees agreed that a certain level of diffidence is acceptable among fresh graduates, since they are not yet experts in sitting for job interviews. On the other hand, arrogance, also referred to as "over-confidence" (HR Generalist), "showing-off" (Personnel supervisor) and "narcissism" (HR Manager), is conveyed through giving theoretical, idealistic answers, applying to job positions that are more than what is deserved, attributing all successes of company of previous/current employment to oneself, taking control of the interview and the office, and revolving the entire interview around oneself.

In addition, a number of interviewees consider a job candidate's frequent "hops" (CEO) from one company to another as a negative aspect. They view such a candidate as "unstable" (HR consultant) and "problematic" (CEO). However, one particular interviewee had a unique contribution to this matter. While the vast majority of informants viewed multiple company switches as a negative factor in an applicant's CV, he found a positive explanation, explaining that the cause of the numerous changes could be a candidate's ambition if a candidate were changing companies for higher jobs of

higher positions. Nonetheless, he concedes that if a candidate were switching companies with no improvement of his/her position in the companies he/she is moving to, this can indeed be an indicator of instability.

Some other negative aspects mentioned by the interviewees are mumbling instead of speaking clearly and calmly, aggressiveness, not fitting the company's culture, indifference, and lack of potential to develop and grow.

A majority of the interviewees agreed that 'untrustworthiness', as opposed to the positive aspect "trustworthiness", is an aspect that immediately denies the job candidate of a chance to be even considered for the job. Some cues to deception mentioned by interviewees are false curriculum vitaes, refusal to provide names of referrals or refusal of referral checks, memorizing one's resume as is without contributing to it during the interview, and not providing factual examples of previous behaviors when asked to.

Other negative aspects that might immediately drop a job candidate's chances of getting the job are poor personal hygiene (body odor, in particular) and unattractiveness. The latter applies only to certain job positions such as brand managers, receptionists, and salespeople in certain industries such as fashion retail and hospitality.

When asked what questions a job candidate could ask to impress them, the interviewees revealed a reasonable broad agreement on questions related to promotional plans, career advancements, and training programs. According to them, such questions reveal the job candidate's passion for learning, advancement, and development. An example of such questions is "How did you get here?" (HR manager). Similarly, questions related to the job itself are considered impressive. Some examples of such questions are "[w]hat will my [the job candidate's] responsibilities be?" (Head of personnel department) and "[h]ow is my direct manager like?" (HR generalist). Other questions regarded as impressive are "[a]m I suitable for this job position?", "[h]ow was the interview", and "[w]hat do you think of me?" (Head of Performance Management).

Similarly, when asked about questions a job candidate ought not to ask, a number of interviewees agreed that asking about the salary or the package before providing information about their educational background and experiences is an interview 'faux-pas'. In addition, asking about

overtime, the time at which a promotion/raise will be rewarded, and the company's paid holidays is not advised.

With respect to the attitude the interviewees approach the job candidates with, the responses revealed a reasonable broad agreement that a friendly attitude ensures the job candidate is comfortable and relaxed enough to bring out the best in him/her. However, three interviewees admitted intimidating job candidates at some point throughout the job interview in an attempt to test their patience and explore how they react under stressful circumstances and how they handle rude customers. Two of the interviewees approach job candidates with an intimidating attitude all throughout the interview by giving them time limit to present themselves, for example. According to them, this attitude instills discipline in prospective employees.

When asked what persuades them more, appeal of logic or appeal of emotion, all interviewees unanimously noted that logic is what persuades them. A number explained that they would consider the emotional appeal only after their logic is satisfied. In other words, if left with two job candidates with the same level of competencies and qualifications, they'd choose the candidate with the story that touched their emotions. As stated by an HR manager: "I feel with candidates on work-study grant. I understand them. I was them (sic)." One interviewee noted that a job candidate trying to emotionally persuade him to get the job will immediately lose his/her chances of getting hired. Another interviewee admitted being emotionally biased to the citizens of his governorate.

With respect to the degree of formality of the interviews conducted, a greater number of interviewees noted that the interviews they conduct are formal in nature. Others noted that the degree of formality depends on the job position applied for. A senior personnel officer explained the interviews she conducts as, "[i]nformal at the operational level and formal at the administrative and managerial level (sic)".

When asked which information sticks in their heads the most, information provided at the beginning of the interview or that provided at the end of it, most of the interviewees agreed that the sequence of information presentation doesn't matter since notes are taken all throughout the interview. Despite that, four of them agreed that recency (information given at the end of the interview) is crucial for the most important questions are asked towards the end of the interview. Only one interviewee stated the importance of primacy (information provided at the beginning of the interview) for "that is when [he] is most alert" (head of personnel department).

When asked whether or not they purposively resist persuasion, ten out of the 16 interviewees admitted resisting persuasion.

The input provided by the respondents so far is generally consistent with the literature, in particular, all four factors (and corresponding sub-factors) of Gross's communication model (1999) and improving job prospects.

On the subject of Thorndike's 'Halo Effect Theory', the interviewees collectively acknowledged the importance of first impression, yet only three of them regard it as detrimental when evaluating job candidates. Another three base 50% of their evaluation of job candidates on first impression, whereas the rest do not let first impression influence their evaluation of job candidates.

With respect to the changes that occur to the recruitment/selection process when short on time, the interviewees' responses resulted in a tie. Exactly half of them admitted not making amendments in the recruitment/selection process under any circumstance. The other half remarked conducting "panel" (head of performance management) or "joint" (CEO) interviews. Instead of conducting between two and five interviews per job candidate, all interviewers (individuals performing different business functions within the organization) participate in one interview.

There was a notable diversity of views with reference to the following question, "If the job candidate represents a typical case, will that affect your hiring decision?" Out of all 16 interviewees, seven admitted being stereotypical. An interviewee clearly expressed: "if he [the job interviewee] has tattoos and piercings, baggy pants, spiky hair (…) this is not a place for him". Other six interviewees refused judging a job candidate based on stereotypes. They all agreed that this is not fair to the candidate or to the company, since they might be missing out on an ideal employee. Some even seek diversity among employees. As an HR manager puts it, "We celebrate differences". Three interviewees noted that their acceptance or refusal of the candidate with a typical case depends on his/her willingness to change for the sake of the job (i.e., willingness to hide tattoos, remove facial piercings, dress appropriately for the job…).

With respect to the question targeting the referral to anchoring heuristic, the responses of the interviewees revealed a reasonably broad agreement that none of them heavily relies on one piece of information when hit with a need to fill a job vacancy in a short time. As a matter of fact, only two

interviewees admitted to referring to the anchoring heuristic when put in such situations, one explaining that "this decreases as we go up the hierarchy" (Head of personnel department).

Two asked questions were directly related to the availability heuristic: 1- "If a job interviewee reminded you of someone who left a positive impression on you, will that positively affect his/her chances of getting the job?" and 2- "If an applicant is referred to you by someone, will your relationship or thoughts of the referee affect your evaluation of the applicant?". For both questions, just over half the interviewees answered with a "no" refusing engaging in availability bias.

This information is consistent with the literature review on heuristic-systematic processing in general and representativeness, availability, and anchoring heuristics in particular.

4.3. Empirical Study 2: Questionnaire Analysis

The questionnaire was decided upon as the ultimate research methodology to cultivate answers from job interviewees due to the large number of questions in hand and in order to elicit the beliefs, attitudes, perceptions, and experiences of the sample of interviewees. It was prepared in two forms: an electronic (online) form and a paper-and-pencil form. From both forms, a total of 178 questionnaires were received. However, the logical workflow question 'Have you ever sat for a job interview?' resulted in a deduction of 26 questionnaires. Over and above that, 17 questionnaires were deemed as unusable due to the relatively large number of missing variables. That being so, the number of usable questionnaires decreased from 178 to 135 (representing 76% of the total number of questionnaires). Table 7 below presents the basis of questionnaire elimination.

Table 7. Questionnaire Elimination

Total number of questionnaires = 178
- Number of respondents who never sat for a job interview = 26
- Number of unusable questionnaires (many missing variables) = 17
= Total number of usable responses = 135 (representing 76% of total number of questionnaires)

4.3.1. Questionnaire Analysis Framework

The following table, Table 8, presents the analysis framework adhered to in analyzing the second empirical study, the questionnaire.

Table 8. Questionnaire Analysis Framework

Descriptive Statistics	Purpose	Hypothesis Addressed
• Mode (nominal data) • Median (ordinal data) • Mean (metric data)	Explain the central tendency of all collected answers	N/A
• Frequency distribution (nominal data) • Range (ordinal data) • Standard deviation (metric data)	Explain the dispersion of all collected answers	N/A
Inferential Statistics	**Purpose**	**Hypotheses Addressed**
Spearman's Rho	Checks for linear relationships between selected variables	H1 & H2
Kruskal Wallis	Checks for variability among many different samples	H3, H4, & H5
Mann-Whitney (U-test)	Checks for variability between two samples	H3, H4, H5, H6, H7 & H8

DISCLAIMER:

• The age of the respondent includes three values:

    1- Below or equal to 20 years old

    2- Between 21 and 40 years old

    3- 41 years old and above

The first age value (Below or equal to 20 years old) is not taken into consideration due to the insignificant percentage of total respondents (2/135 = 1.5%) belonging to this age group. Thus, concerning age of the respondent, there are two samples: (1) between 21 and 40 years old and (2) 41 years old and above. This calls for the use of Mann-Whitney (U-test) to check variability between samples.

• Four values of respondent's years of work experience are:

    1- Below or equal to 10 years

    2- Between 11 and 20 years

    3- Between 21 and 30 years

    4- Above 30 years

All four values are taken into consideration due to the significant number of respondents belonging to each of them. This necessitates the use of Kruskal-Wallis test performed between IEEPERF variables and the respondent's years of work experience.

• The variable 'education' includes five values:
  1- Basic or no schooling
  2- Baccalaureate or equivalent
  3- Bachelors or equivalent
  4- Masters or equivalent
  5- Doctorate

Due to the insignificant percentage of respondents (4.4%) who have had basic or no schooling (value 1), the latter is not taken into consideration.

• The variable 'commitment' has three values:
  1- Low
  2- Moderate
  3- High
Due to the insignificant percentage of respondents (1.5%) who had a low degree of commitment to get the job applied for (value 1), the latter is not taken into consideration.

• There are only two values for the gender variable; therefore Mann-Whitney test is used.

• There are two values for the situation/context of the last job interview the respondent sat for variable, formal and informal. Thus Mann-Whitney test is used.

• There are two values of the job interview's result:
  1- Yes (got the job applied for)
  2- No (did not get the job applied for)

This calls for the use of Mann-Whitney (U-test) to check variability between the samples.

The following figure presents the framework adhered to in analyzing variances.

Figure 4. Variance Analysis Framework

Kruskal Wallis performed on totals: Interviewee; Interviewer; Applicant/ Job fit

Variables grouped in two categories (significant & non-significant)

For significant variables, perform U-test (Mann-Whitney) to discover where the significance comes from
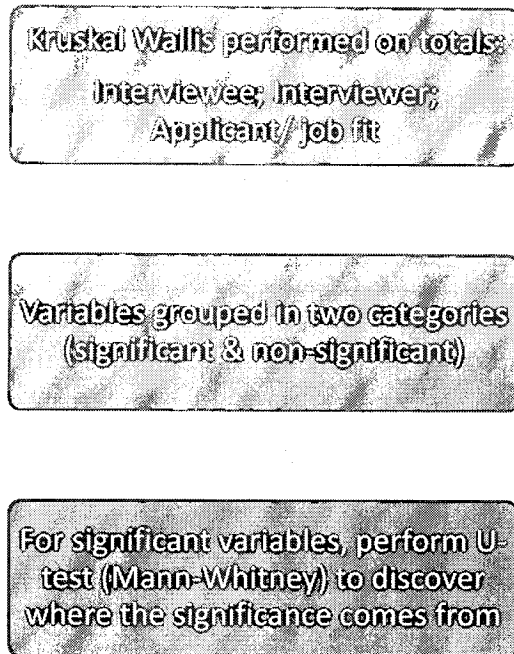
4.3.2. Statistical Analysis

Two statistical methodologies used when analyzing data are descriptive and inferential statistics (Driscoll, Lecky, and Crosby, 1999). Descriptive statistics involves mathematical quantities (mean, median, mode, standard deviation etc.) that as their name infers, describe the properties of the sample under study, but do not involve generalizing beyond the sample in hand. Inferential statistics involves mathematical quantities (ANOVA, regression analysis, T-test etc) that add meaning to the data descriptive statistics depicted and draw and infer conclusions from a sample onto a population. The following sections present the analysis of the data collected from the empirical study 2: the questionnaire. Both descriptive and inferential statistics are utilized to address the hypotheses, consequently accepting/refuting them.

4.3.2.1. Descriptive Analysis

The following sections reveal the detailed descriptive statistics of the non-metric (nominal and ordinal) and metric data gathered from the sample of 135 job interviewees. A number of findings emerge from the analysis of the tables presenting the gathered data.

4.3.2.1.1. Nominal Data

Nominal data are data that can be counted but neither ordered nor measured. It is data whose values are assigned numerical codes that only serve as labels. The nominal data in the questionnaire include description of the respondent's (1) gender, (2) marital status, (3) disability, (4) governorate of residence, (5) current employment status, and (6) current job position. Moreover, it includes the sector to which the respondent's current company of employment belongs and the hiring decision made.

Table 9. Gender of the respondent

		Frequency	Percent
Valid	Male	68	50.4
	Female	67	49.6
	Total	135	100.0

Table 10. Respondent's marital status

		Frequency	Percent
Valid	Married	51	37.8
	Single	74	54.8
	Divorced	3	2.2
	Widowed	1	.7
	Separated	6	4.4
	Total	135	100.0

Table 11. Respondent's existence of disability

		Frequency	Percent
Valid	No	132	97.8
	Yes	3	2.2
	Total	135	100.0

Table 12. Respondent's current governorate of residence

		Frequency	Percent
Valid	Beirut	45	33.3
	Mount Lebanon	42	31.1
	North & Akkar	9	6.7
	South & Nabatiyyeh	4	3.0
	Bekaa	35	25.9
	Total	135	100.0

Table 13. Respondent's current employment status

		Frequency	Percent
Valid	No	25	18.5
	Yes	110	81.5
	Total	135	100.0

Table 14. Respondent's current job position

		Frequency	Percent
Valid	Self-employed	15	11.1
	Employee (not manager in a company)	68	50.4
	Middle management in a company	29	21.5
	Senior management in a company	23	17.0
	Total	135	100.0

Table 15. Sector of the respondent's company of current employment

		Frequency	Percent
Valid	Public	13	9.6
	For profit	111	82.2
	NGO	4	3.0
	NPO	7	5.2
	Total	135	100.0

Table 16. Hiring decision

		Frequency	Percent
Valid	No	39	28.9
	Yes	96	71.1
	Total	135	100.0

Conclusions derived from:

- Table 9: The gender distribution is convenient and the respondents are almost equally divided upon the basis of gender.

- Table 10: Just above half of the respondents are single. The majority of the other half is married, with the rest separated, divorced, or widowed.

- Table 11: Only three respondents (2.2%) have a disability of any form.

- Table 12: The vast majority of respondents currently reside in the governorates of Beirut, Mount Lebanon, and Bekaa (in descending order) with the rest residing in North and Akkar, and South and Nabatiyyeh.

- Table 13: A large number of respondents are currently employed.

- Table 14: Half the respondents are employees (not managers) in companies and almost a third of respondents hold middle management positions. Whereas the numbers of respondents holding senior management positions or who are self-employed are relatively low.

- Table 15: The vast majority of companies belong to the private/for-profit sector, whilst the numbers of companies belonging to the public sector or that are non-governmental or not-for-profit are relatively low.

- Table 16: A large number of the respondents got the job they applied for.

This variability (revealed in most tables) in the numbers of observations outlines the need to use non-parametric tests to better analyze the results.

4.3.2.1.2. Ordinal Data

Ordinal data is a set of data whose values can be ordered and/or counted. The ordinal data in the questionnaire include the respondent's (1) age (in brackets), (2) years of work experience (in brackets), and (3) highest level of education. Further, they include the (4) situation/context of the job interview the respondent sat for and (5) the respondent's degree of commitment to get the job.

Table 17. Age of respondent

		Frequency	Percent
Valid	Below or equal to 20 years old	2	1.5
	Between 21 and 40 years old	106	78.5
	41 years old and above	27	20.0
	Total	135	100.0

Table 18. Respondent's years of work experience

		Frequency	Percent
Valid	Below or equal to 10 years	76	56.3
	Between 11 and 20 years	37	27.4
	Between 21 and 30 years	14	10.4
	Above 30 years	8	5.9
	Total	135	100.0

Table 19. Respondent's highest completed level of education

		Frequency	Percent
Valid	Basic or no schooling	6	4.4
	Baccalaureate or equivalent	25	18.5
	Bachelor or equivalent	53	39.3
	Masters or equivalent	41	30.4
	Doctorate	10	7.4
	Total	135	100.0

Table 20. Situation/context of the last job interview the respondent sat for

		Frequency	Percent
Valid	Formal	77	57.0
	Informal	58	43.0
	Total	135	100.0

Table 21. Respondent's degree of commitment to get the job applied for

		Frequency	Percent
Valid	Low	2	1.5
	Moderate	48	35.6
	High	85	63.0
	Total	135	100.0

Conclusions derived from:

- Table 17: The subsample belonging to the age bracket between 21 and 40 years occupies the majority of the observations.

- Table 18: Most respondents have ten years, or less, of work experience. (This was expected since it was already established in Table 14 that most respondents are employees -not managers- in companies.

- Table 19: Almost half the respondents have a bachelor degree or what's equivalent to it. Slightly short to it is the number of respondents who have a master's degree or its equivalent. Few are the respondents who have attained a Doctorate or have only had basic schooling or none at all.

- Table 20: The interviews the respondents sat for were more formal than informal, yet the difference between the number of formal interviews and that of informal interviews is relatively small.

- Table 21: The majority of respondents were highly committed to get the job applied for. The majority of the rest admitted being moderately committed and a very insignificant number of respondents admitted being uncommitted to getting the job.

This disparity revealed between most variables in most tables can be compensated by using non-parametric tests.

4.3.2.1.3. Metric Data

The metric data include the respondent's age and years of work experience, on one hand, and the duration of the job interview sat for, on the other hand. The last table in this section, Table 22, provides description of the metric data gathered from the responses. It states the mean, standard deviation, skewness, kurtosis, minimum, and maximum of the variables mentioned above.

Table 22. Descriptive analysis of metric variables

	Respondent's years of work experience (metric)	Age of the respondent (metric)	Interview duration
Mean	11.33	32.90	38.59
Std. Deviation	9.771	9.606	25.129
Skewness	1.303	1.166	2.066
Std. Error of Skewness	.209	.209	.209
Kurtosis	1.393	1.028	7.067
Std. Error of Kurtosis	.414	.414	.414
Minimum	1	20	10
Maximum	45	65	180

With respect to the:

- Respondent's years of work experience: the average number of years of work experience is 11 and the standard deviation is 10. The standard error is quite large; however it is due to the huge difference between the maximum (45) and the minimum (1) number of years of work experience.

- Respondent's age: the average age is 33 years and the standard deviation is 10 years. The standard error is quite large; however, this also is due to the difference between the maximum (65) and the minimum (20) ages.

- Duration of the interview: the average time an interview took is 39 minutes with a standard deviation of 25. In this case too, the standard error is large, yet again, this is due to the huge difference between the maximum (180) and the minimum (10) number of minutes an interview took.

The tables below present the descriptive statistics of the scaled questions included in the questionnaire's sections targeting (1) the respondent's perception of his/her performance during the interview, (2) the respondent's perceived fit with the job applied for, (3) the respondent's evaluation of the job interviewer, and (4) the results of the interview.

Interestingly, most questions included in the four questionnaire sections mentioned above were answered with both extremes on the 7-digit scale used, where 1 denotes 'highly disagree' and 7 denotes 'highly agree'.

Table 23. Respondent's perception of his/her performance during the interview (Descriptive – Part 1)

	The respondent's self-introduction	The respondent's preparation for the interview	The respondent's attire	The respondent's grooming	The respondent's use of eye contact
Mean	6.10	5.95	6.27	6.24	5.97
Std. Deviation	1.239	1.128	.924	.971	1.152
Skewness	-2.025	-1.162	-1.422	-1.647	-1.278
Std. Error of Skewness	.209	.209	.209	.209	.209
Kurtosis	4.861	1.333	2.633	3.303	2.203
Std. Error of Kurtosis	.414	.414	.414	.414	.414
Minimum	1	2	2	2	1
Maximum	7	7	7	7	7

Table 24. Respondent's perception of his/her performance during the interview (Descriptive - Part 2)

	The respondent's use of appropriate body language	The respondent's demonstration of extroversion	The respondent's demonstration of friendliness	The respondent's engagement in making self-image statements	The respondent's engagement in self-promotion
Mean	5.77	6.07	6.14	5.70	5.53
Std. Deviation	1.065	1.073	1.073	1.378	1.500
Skewness	-.544	-1.200	-1.572	-1.450	-1.248
Std. Error of Skewness	.209	.209	.209	.209	.209
Kurtosis	-.183	1.159	3.469	2.373	1.464
Std. Error of Kurtosis	.414	.414	.414	.414	.414
Minimum	2	2	1	1	1
Maximum	7	7	7	7	7

Table 25. Respondent's perception of his/her performance during the interview (Descriptive - Part 3)

	The respondent's engagement in self-praise	The respondent's demonstration of cooperation	The respondent's demonstration of flexibility	The respondent's appropriateness in responding to questions	The respondent's raising of good questions
Mean	5.04	6.09	5.90	6.21	5.72
Std. Deviation	1.625	1.033	1.257	.965	1.336
Skewness	-.772	-1.007	-1.417	-1.507	-1.294
Std. Error of Skewness	.209	.209	.209	.209	.209
Kurtosis	.125	.208	1.989	2.961	1.769
Std. Error of Kurtosis	.414	.414	.414	.414	.414
Minimum	1	3	1	2	1
Maximum	7	7	7	7	7

Table 26. Respondent's perception of his/her performance during the interview (Descriptive - Part 4)

	The respondent's ease in handling challenging questions	The respondent's highlighting of his/her strengths	The respondent's mentioning of his/her weaknesses in a positive manner	The respondent's calm and clear speaking	The respondent's professionalism
Mean	5.74	5.86	5.20	6.17	6.09
Std. Deviation	1.209	1.392	1.520	1.089	.973
Skewness	-.952	-1.692	-1.082	-2.001	-1.072
Std. Error of Skewness	.209	.209	.209	.209	.209
Kurtosis	1.060	3.054	1.116	6.090	1.533
Std. Error of Kurtosis	.414	.414	.414	.414	.414
Minimum	1	1	1	1	2
Maximum	7	7	7	7	7

Table 27. Respondent's perception of his/her performance during the interview (Descriptive - Part 5)

	The respondent's ability to listen well	The respondent's level of politeness and courteousness	The respondent's rapport with the interviewer	The respondent's positive interview ending	The respondent's clear expression of messages
Mean	6.41	6.56	6.27	6.39	6.14
Std. Deviation	.792	.843	.950	.931	1.052
Skewness	-1.971	-2.288	-1.637	-2.664	-1.613
Std. Error of Skewness	.209	.209	.209	.209	.209
Kurtosis	6.710	5.321	3.290	10.803	3.868
Std. Error of Kurtosis	.414	.414	.414	.414	.414
Minimum	2	3	2	1	1
Maximum	7	7	7	7	7

Table 28. Respondent's perception of his/her performance during the interview (Descriptive - Part 6)

	The respondent saved the best of what he/she has for the last	The respondent started with the best of what he/she has	The respondent's referral to appeal of emotions	The respondent's referral to appeal of logic
Mean	5.33	4.53	4.53	5.82
Std. Deviation	1.803	1.827	2.069	1.280
Skewness	-.930	-.559	-.494	-1.065
Std. Error of Skewness	.209	.209	.209	.209
Kurtosis	.014	-.638	-1.055	.991
Std. Error of Kurtosis	.414	.414	.414	.414
Minimum	1	1	1	1
Maximum	7	7	7	7

Table 29. Respondent's perceived fit with the job applied for (Descriptive)

	The fit between the job and the respondent's skills	The fit between the job and the respondent's experience	The fit between the job and the respondent's education	The fit between the job and the respondent's training	The fit between the job and the respondent's attitude	The fit between the job and the respondent's personality
Mean	6.36	5.76	6.05	5.61	6.32	6.31
Std. Deviation	.942	1.543	1.224	1.625	.927	.900
Skewness	-1.911	-1.228	-1.886	-1.251	-2.056	-1.523
Std. Error of Skewness	.209	.209	.209	.209	.209	.209
Kurtosis	4.497	.770	4.383	1.020	7.302	3.199
Std. Error of Kurtosis	.414	.414	.414	.414	.414	.414
Minimum	2	1	1	1	1	2
Maximum	7	7	7	7	7	7

Table 30. Respondent's evaluation of the job interviewer (Descriptive – Part 1)

	The interviewer's clarity in stating the tasks and responsibilities pertaining to the job	The interviewer's clarity in communicating the expectations from the employee	The interviewer's clarity in communicating the company's goals and objectives	The interviewer's clarity in stating the job benefits and promotional schema	The interviewer gave the respondent enough time to interact with him/her
Mean	6.02	5.88	5.22	5.30	5.88
Std. Deviation	1.278	1.333	1.851	1.613	1.276
Skewness	-1.565	-1.487	-.933	-.918	-1.633
Std. Error of Skewness	.209	.209	.209	.209	.209
Kurtosis	2.734	2.240	-.252	.134	3.365
Std. Error of Kurtosis	.414	.414	.414	.414	.414
Minimum	1	1	1	1	1
Maximum	7	7	7	7	7

Table 31. Respondent's evaluation of the job interviewer (Descriptive - Part 2)

	The interviewer's knowledge about the job position applied for	The interviewer's knowledge about the company	The interviewer's non-engagement in bias	The interviewer's non-engagement in discrimination	The interviewer's demonstration of friendliness
Mean	6.10	6.14	5.62	5.75	6.09
Std. Deviation	1.161	1.084	1.448	1.523	1.168
Skewness	-2.009	-1.344	-1.330	-1.642	-1.516
Std. Error of Skewness	.209	.209	.209	.209	.209
Kurtosis	5.425	1.544	1.833	2.653	2.516
Std. Error of Kurtosis	.414	.414	.414	.414	.414
Minimum	1	2	1	1	1
Maximum	7	7	7	7	7

Table 32. Respondent's evaluation of the job interviewer (Descriptive - Part 3)

	The interviewer's demonstration of interpersonal relationships	The interviewer's responsiveness	The interviewer's degree of professionalism	The interviewer's attentiveness	The interviewer's allocation of enough time for the interviewee
Mean	5.96	6.06	6.13	6.06	5.95
Std. Deviation	1.281	1.170	1.236	1.111	1.142
Skewness	-1.517	-1.791	-1.881	-1.280	-1.117
Std. Error of Skewness	.209	.209	.209	.209	.209
Kurtosis	2.290	4.299	3.722	1.424	.708
Std. Error of Kurtosis	.414	.414	.414	.414	.414
Minimum	1	1	1	2	2
Maximum	7	7	7	7	7

Table 33. Respondent's evaluation of the job interviewer (Descriptive - Part 4)

	The interviewer's description of the next steps	The interviewer's appropriateness in ending the job interview
Mean	5.84	6.15
Std. Deviation	1.387	1.290
Skewness	-1.384	-1.871
Std. Error of Skewness	.209	.209
Kurtosis	1.416	3.076
Std. Error of Kurtosis	.414	.414
Minimum	1	2
Maximum	7	7

Table 34. Result of the interview (Descriptive)

	The respondent's level of satisfaction with the interview	The respondent's willingness to refer a friend to that company	The respondent's willingness to apply again to the company
Mean	5.24	5.30	4.54
Std. Deviation	1.712	1.874	2.249
Skewness	-1.103	-1.107	-.430
Std. Error of Skewness	.209	.209	.209
Kurtosis	.376	.249	-1.262
Std. Error of Kurtosis	.414	.414	.414
Minimum	1	1	1
Maximum	7	7	7

4.3.2.2. Inferential Statistics

The following section provides explanation of the inferential statistics by testing the variables and tackling the hypotheses in an attempt to prove them either right or wrong.

H1:   *There is a significant linear relationship between some demographic variables - particularly the respondent's (1) age, (2) years of work experience, (3) highest completed level of education, and (4) degree of commitment to get the job applied for – and the respondent's perception of his/her own performance during the job interview.*

For reasons of clarity and structure, the following tables (35 through 40) present the results of the correlations (non-parametric, two-tailed Spearman's Rho) between the variables upon which the respondent evaluated his/her performance during the interview and four demographic variables: the respondent's (1) age, (2) years of work experience, (3) highest completed level of education, and (4) degree of commitment to get the job applied for.

Table 35. Correlation (Spearman's Rho) between respondent's self-perception and demographic variables (Part 1)

	Respondent's self-introduction	Respondent's preparation for the interview	Respondent's attire	Respondent's grooming	Respondent's use of eye contact
Age of the respondent (metric)	.098	.061	.080	.118	-.011
Respondent's years of work experience (metric)	.104	.092	.055	.130	-.035
Respondent's highest completed level of education	.187*	.201*	.353**	.203*	.207*
The respondent's degree of commitment to get the job applied for	.064	.339**	.176*	.032	.174*

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (1-tailed).

Conclusions drawn from Table 35:

There are five significant positive linear relationships between each of the respondent's (1) self-introduction, (2) preparation for the interview, (3) attire, (4) grooming, and (5) use of eye contact, on one hand, and the respondent's highest completed level of education, on the other hand. In other words, as the respondent acquires higher education, he/she introduces him/herself better during the interview, shows up to the interview better prepared, gives more attention to his/her attire and grooming, and gets better at making eye contact. This could be due to the educational systems' focus on job interview etiquette and how-to's, which especially emphasize on the importance of first impression (Pricket et al, 2000) (self-introduction, attire, and grooming) and kinesics behavior (Birdwhistell, 2011) (eye contact).

Furthermore, there are three strong positive linear associations between each of the respondent's (1) preparation for the interview, (2) attire, and (3) use of eye contact, on one hand, and the respondent's degree of commitment to get the job applied for, on the other hand. That is, the more committed the respondent is to get the job applied for, the better prepared he/she is for the interview, the more effort he/she puts into his/her attire, and the more he/she makes eye contact. This might be a result of the research the respondent does for the interview, for advice on 'how to nail a job interview' is easily accessed via the internet or in libraries.

Table 36. Correlation (Spearman's Rho) between respondent's self-perception and demographic variables (Part 2)

	Respondent's demonstration of appropriate body language	Respondent's demonstration of extroversion	Respondent's demonstration of friendliness	Respondent's engagement in making self-image statements	Respondent's engagement in self-promotion
Age of the respondent (metric)	.071	-.013	-.068	.228**	.236**
Respondent's years of work experience (metric)	.069	.026	.001	.259**	.264**
Respondent's highest level of education	.220*	.040	.009	-.030	-.051
The respondent's degree of commitment to get the job applied for	.094	.053	-.012	.151	.121

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (1-tailed).

Conclusions drawn from Table 36:

There are two significant positive linear relationships between each of the respondent's (1) engagement in making self-image statements and (2) engagement in self-promotion, on one hand, and his/her age, on the other hand. In other words, the older the respondent is, the more he/she engages in making self-image statements and the more engaged he/she is in self-promotion.

Similarly, there are two significant positive linear associations between each of the two variables mentioned above, on one hand, and the respondent's years of work experience, on the other hand. Meaning, the more work experience the respondent accumulates, the more he/she engages in self-promotion and makes self-image statements. Those two conclusions could be attributed to the respondent's experience in sitting for job interviews.

Moreover, there is a strong positive linear relationship between the respondent's demonstration of appropriate body language and his/her highest completed level of education. That is, as the respondent acquires higher education, his/her demonstration of appropriate body language increases.

This also, just like in the case of the five variables discussed in Table 35, could be attributed to the educational systems' focus on job interview etiquette and how-to's. Once again, this could be a result of today's educational systems' heavy focus on interview etiquette and how-to's, which highlight the importance of kinesics behavior (Birdwhistell, 2011), body language, hand gestures, facial expressions, and posture and proxemics.

Table 37. Correlation (Spearman's Rho) between respondent's self-perception and demographic variables (Part 3)

	The respondent's engagement in self-praise	The respondent's demonstration of cooperation	The respondent's demonstration of flexibility	The respondent's appropriateness in responding to questions	The respondent's raising of good questions
Respondent's age	.258**	.104	.255**	.139	.178*
Respondent's years of work experience (metric)	.301	.118	.214*	.126	.189*
Respondent's highest completed level of education	-.192*	.117	.112	.103	.143
The respondent's degree of commitment to get the job applied for	-.014	.133	.093	.165	.134

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (1-tailed).

Conclusions drawn from Table 37:

There are three strong positive linear relationships between each of the respondent's (1) engagement in self-praise, (2) demonstration of flexibility, and (3) raising of good questions, on one hand, and the respondent's age, on the other hand. That is to say, as the respondent gets older in age, he/she engages more in self-praise, demonstrates more flexibility, and raises better questions.

In addition, there are two significant positive linear associations between each of the respondent's (1) demonstration of flexibility and (2) raising of good questions, on one hand, and the respondent's years of work experience, on the other hand. Put differently, as the respondent accumulates more

years of work experience, he/she demonstrates more flexibility and raises better questions during the interview. This doesn't come as a surprise, since it was evident from the previous conclusion of this table and since as the respondent grows older, he/she accumulates more years of work experience. Those two conclusions could be attributed to the respondent's experience in sitting for job interviews. With each interview the respondent learns what to do and what not to do, what impresses the interviewer and what doesn't and so forth.

There is one strong negative linear relationship between the respondent's engagement in self-praise and his/her highest completed level of education. As the respondent acquires higher education, his/her engagement in self-praise decreases. This might be due to the fact that education opens people's eyes to what they don't know, consequently, the more they know, the more they know they don't know.

Table 38. Correlation (Spearman's Rho) between respondent's self-perception and demographic variables (Part 4)

	The respondent's ease in handling challenging questions	The respondent's highlighting of his/her strengths	The respondent's mentioning of his/her weaknesses in a positive manner	The respondent's calm and clear speaking	The respondent's professionalism
Age of the respondent (metric)	.170*	.153	.128	.144	.136
Respondent's years of work experience (metric)	.186*	.164	.159	.084	.111
Respondent's highest completed level of education	.070	.027	-.044	.183*	.321**
The respondent's degree of commitment to get the job applied for	.137	.170*	.115	.211*	.144

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (1-tailed).

Conclusions drawn from Table 38

There is a significant positive linear relationship between the respondent's ease in handling challenging questions and his/her age. That is, as the respondent grows older, he/she handles challenging questions with more ease.

Similarly, there is a strong positive linear association between the aforementioned variable and the respondent's years of work experience. As the respondent accumulates more years of work experience, his/her ability to handle challenging questions with ease increases. This is similar to the above conclusion since older people generally have more years of work experience. Both conclusions could be attributed to the respondent's years of experience in sitting for job interviews. After taking part of so many interviews, the respondent knows what questions to expect and how to handle them with ease.

There are two significant positive linear relations between each of the respondent's (1) calm and clear speaking and (2) professionalism, on one hand, and the respondent's highest completed level of education, on the other hand. In other words, as the respondent acquires higher education, he/she speaks in a calmer and clearer manner and his/her professionalism increases. This too could be a result of today's educational systems' focus on getting people ready for job interviews.

Furthermore, there are two significant positive linear relationships between each of the respondent's (1) highlighting of his/her strengths and (2) calm and clear speaking, on one hand, and his/her degree of commitment to get the job applied for, on the other hand. That is to say, as the respondent's commitment to get the job applied for increases, he/she stresses more on highlighting his/her strengths and speaks in a calmer and clearer manner. This could be due to the fact that the higher the respondent is committed to get a job, the more effort he/she is willing to put into researching ways to impress job interviewers and to get the desired job.

Table 39. Correlation (Spearman's Rho) between respondent's self-perception and demographic variables (Part 5)

	The respondent's ability to listen well	The respondent's level of politeness and courteousness	The respondent's rapport with the interviewer	The respondent's positive interview ending	The respondent's clear expression of messages
Age of the respondent (metric)	-.022	-.006	.165	.042	.080
Respondent's years of work experience (metric)	-.004	-.064	.149	.027	.091
Respondent's highest completed level of education	.030	.129	.115	.097	-.007
The respondent's degree of commitment to get the job applied for	.175*	.015	.211*	.191*	.052*

*. Correlation is significant at the 0.05 level (1-tailed).

Conclusions drawn from Table 39

There are four strong positive linear associations between each of the respondent's (1) ability to listen well, (2) rapport with the interviewer, (3) positive ending of the interview, and (4) clear expression of messages, on one hand, and the respondent's degree of commitment to get the job applied for, on the other hand. This means, as the respondent's degree of commitment to get the job applied for increases, he/she becomes a better listener, ends the interview on a positive note, and sends explicit messages. On top of that, his/her rapport with the interviewer gets better. A plausible explanation might be the respondent's will to put effort into learning how to impress interviewers.

Table 40. Correlation (Spearman's Rho) between respondent's self-perception and demographic variables (Part 6)

	The respondent saved the best of what he/she has for the last	The respondent started with the best of what he/she has	The respondent's referral to appeal of emotions	The respondent's referral to appeal of logic
Age of the respondent (metric)	.070	-.149	.032	.210*
Respondent's years of work experience (metric)	.084	-.181*	.013	.191
Respondent's highest completed level of education	-.261**	.138	-.225**	.208*
The respondent's degree of commitment to get the job applied for	.067	.052	-.084	.125

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (1-tailed).

Conclusions drawn from Table 40:

There is a strong positive linear relationship between the respondent's referral to appeal of logic and his/her age. That is, as the respondent gets older in age, the probability of him/her referring to appeal of logic increases.

In addition to that, there is a strong negative linear association between the respondent's commencement of the interview with the best of what he/she has (primacy) and his/her years of work experience. In other words, as the respondent accumulates more years of work experience, the probability of him/her starting the interview with the best of what he/she has increases. Both conclusions could be attributed to the fact that people get more logical as they grow older.

There are two strong negative linear relationships between each of the respondent's (1) saving of the best of what he/she has for the last (recency) and (2) his/her referral to appeal of emotions, on one hand, and his/her highest completed level of education, on the other hand. The higher the level of the respondent's education is, the lower the probabilities are of him/her saving the best of what he/she has for the last and referring to appeal of emotions.

On the contrary, there is a significant positive linear association between the respondent's referral to appeal of logic and his/her highest completed level of education. That is, the higher the latter, the higher the probability is for the respondent to refer to appeal of logic.

H2: *There is a significant linear relationship between some demographic variables –*
particularly the respondent's (1) age, (2) years of work experience, (3) highest completed
level of education, and (4) degree of commitment to get the job applied for – and the
respondent's evaluation of the interviewer's performance during the job interview.

For reasons of clarity and structure, the following tables (41 through 44) present the results of the correlations (non-parametric, two-tailed Spearman's Rho) between the variables upon which the respondent evaluated the job interviewer's performance and four demographic variables: the respondent's (1) age, (2) years of work experience, (3) highest completed level of education, and (4) degree of commitment to get the job applied for.

Table 41. Correlation (Spearman's Rho) between respondent's evaluation of the interviewer and demographic variables (Part 1)

	Interviewer's clarity in stating the tasks and responsibilities pertaining to the job	Interviewer's clarity in communicating the expectations from the employee	Interviewer's clarity in communicating the company's goals and objectives	Interviewer's clarity in stating the job benefits and promotional schema	Interviewer gave the respondent enough time to interact with him/her
Age of the respondent (metric)	.210*	.175*	.076	.242**	.149
Respondent's years of work experience (metric)	.271**	.186*	.078	.232**	.187*
Respondent's highest completed level of education	-.115	.015	.169	.140	.033
The respondent's degree of commitment to get the job applied for	.147	.211**	.267**	.140	.075

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (1-tailed).

Conclusions drawn from Table 41:

There are three significant positive linear relationships between each of the following variables upon which the respondent evaluates the interviewer [the interviewer's (1) clarity in stating the tasks and responsibilities pertaining to the job, (2) clarity in communicating the expectations from the employee, and (3) clarity in stating the job benefits and promotional schema], on one hand, and the respondent's age, on the other hand. In other words, as the respondent gets older in age, his/her focus on evaluating the interviewer based on the latter's clarity in stating the tasks and responsibilities pertaining to the job, in communicating the expectations from the job interviewee, and in stating the job benefits and promotional schema increases.

Similarly, there are four strong positive linear associations between each of the following variables upon which the respondent evaluates the interviewer [the interviewer's (1) clarity in stating the tasks and responsibilities pertaining to the job, (2) clarity in communicating the expectations from the employee, (3) clarity in stating the job benefits and promotional schema, and (4) providence of the respondent with enough time to interact], on one hand, and the respondent's years on work experience on the other hand. That is, the more years of work experience a respondent accumulates, the more he/she puts focus on the interviewer's clarity in stating the tasks and responsibilities pertaining to the job, clarity in communicating the expectations from the employee, clarity in stating the job benefits and promotional schema and providence of enough time for interaction, when evaluating him/her. Both conclusions could be due to the importance the respondent attributes to job benefits and promotional schema, since as the respondent grows older, such issues matter more to him/her. Another explanation could be the respondent's experience in sitting for job interviews, thus his/her knowledge about what a job interviewer must discuss during the interview.

Finally, there are two significant linear positive relationships between each of the following variables upon which the respondent evaluates the interviewer [the interviewer's (1) clarity in communicating the expectations from the employee and (2) clarity in communicating the company's goals and objectives], on one hand, and the respondent's degree of commitment to get the job applied for, on the other hand. That is to say, as the respondent's degree of commitment to get the job applied for increases, his/her focus on the interviewer's clarity in communicating the expectations from the employee and the company's goals and objectives increases upon evaluating him/her.

Table 42. Correlation.(Spearman's Rho) between respondent's evaluation of the interviewer and demographic variables (Part 2)

	The interviewer's knowledge about the job position applied for	The interviewer's knowledge about the company	The interviewer's non-engagement in bias	The interviewer's non-engagement in discrimination	The interviewer's demonstration of friendliness
Age of the respondent (metric)	-.057	.045	.110	-.005	.154
Respondent's years of work experience (metric)	.001	.053	.082	-.002	.194
Respondent's highest completed level of education	-.008	.073	.121	.116	-.066
The respondent's degree of commitment to get the job applied for	.227**	.312**	.123	.147	.149

**. Correlation is significant at the 0.01 level (2-tailed).

Conclusions drawn from Table 42:

There are two strong linear associations between each of the following variables upon which the respondent evaluates the interviewer [the interviewer's (1) knowledge about the job applied for and (2) knowledge about the company], on one hand, and the respondent's degree of commitment to get the job applied for, on the other hand. Put differently, as the latter increases, the respondent's focus on evaluating the interviewer on the basis of his knowledge about the job position applied for and the company increases.

Table 43. Correlation (Spearman's Rho) between respondent's evaluation of the interviewer and demographic variables (Part 3)

	The interviewer's demonstration of interpersonal relationships	The interviewer's responsiveness	The interviewer's degree of professionalism	The interviewer's attentiveness	The interviewer's allocation of enough time for the interviewee
Age of the respondent (metric)	.193*	.107	.183*	.175*	.141
Respondent's years of work experience (metric)	.244**	.154	.232**	.179*	.177**
Respondent's highest completed level of education	-.049	-.119	-.075	-.078	-.013
The respondent's degree of commitment to get the job applied for	.125	.121	.157	.218*	.187*

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (1-tailed).

Conclusions drawn from Table 43:

There are three significant linear relationships between each of the following variables upon which the respondent evaluates the interviewer [the interviewer's (1) demonstration of interpersonal relationships, (2) degree of professionalism, and (3) attentiveness], on one hand, and the respondent's age, on the other hand. In other words, as the respondent grows older in age, his evaluation of the interviewer becomes more focused on the interviewer's demonstration of interpersonal relationships, his/her degree of professionalism, and his/her attentiveness.

From the same perspective, there are four strong linear positive relationships between each of the variables upon which the respondent evaluates the interviewer [the interviewer's (1) demonstration of interpersonal relationships, (2) degree of professionalism, (3) attentiveness, and (4) allocation of enough time for the interviewee], on one hand, and the respondent's years of work experience, on the other hand. That is, as the respondent accumulates more years of work experience, he/she

focuses more on the following when evaluating the interviewer: the latter's demonstration of interpersonal relationships, degree of professionalism, attentiveness. and providence of enough time for interaction. This is expected due to the previous conclusions drawn from this table.

Lastly, there are two significant positive linear associations between each of the following variables upon which the respondent evaluates the interviewer [the interviewer's (1) attentiveness and (2) providence of enough time for interaction], on one hand, and the respondent's degree of commitment to get the job applied for, on the other hand. Said differently, as the respondent's degree of commitment to get the job applied for increases, he/she focuses more on the interviewer's attentiveness and providence of enough time for interaction, when evaluating him/her.

Table 44. Correlation (Spearman's Rho) between respondent's evaluation of the interviewer and demographic variables (Part 4)

	The interviewer's description of the next steps	The interviewer's appropriateness in ending the job interview
Age of the respondent (metric)	.208*	.183*
Respondent's years of work experience (metric)	.248**	.215*
Respondent's highest completed level of education	-.018	-.002
The respondent's degree of commitment to get the job applied for	.202*	.171**

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (1-tailed).

Conclusions drawn from Table 44:

There are two significant linear relationships between the following variables upon which the respondent evaluates the performance of an interviewer [the interviewer's (1) description of the next steps and (2) appropriateness in ending the job interview], on one hand, and the respondent's age, on the other hand. That is, as the respondent gets older, he/she puts more weight on the interviewer's providence of a description of the next steps and appropriateness in ending the job interview when

evaluating him/her. This is unsurprisingly the result generated when correlating the two variables mentioned above with the respondent's years of work experience. An explanation would be the increase in a respondent's years of work experience as he/she gets older.

Finally, there are two strong positive linear associations between each of the aforementioned variables, on one hand, and the respondent's degree of commitment to get the job applied for, on the other hand. That is to say, as the latter increases, the respondent puts higher weight on the interviewer's providence of a description of the following steps and his/her appropriateness in ending the job interview, when evaluating him/her.

Table 45 presents a comparison between H1 and H2 by using the totals of the respondent's (1) age, (2) highest completed level of education (3) years of work experience, and (4) degree of commitment to get the job applied for.

Table 45. Comparing H1 & H2 with respect to demographics

	H1	H2
Respondent's age	**0.183***	0.140
Respondent's highest completed level of education	0.093	0.061
Respondent's years of work experience	**0.188***	0.122
Respondent's degree of commitment to get the job applied for	0.167	**0.235****

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (1-tailed).

It can be concluded from Table 45 that:

- Respondent's age is significant at the 5% level, two-tailed to H1 (respondent's perception of his/her own performance) and insignificant to H2 (respondent's perception of the interviewer's performance)

- Respondent's highest completed level of education is significant to neither H1 nor H2

- Respondent's years of work experience is significant at the 5% level, two-tailed to H1 and is insignificant to H2.

- Respondent's degree of commitment to get the job applied for is insignificant to H1, yet significant at the 1% level, two-tailed to H2.

N.B.: For the remaining part of the analysis, the questionnaire section concerned with the interviewee's performance will be denoted by IEEPERF, the questionnaire section concerned with the interviewer's performance will be denoted by IERPERF, and the questionnaire section concerned with the respondent's fit with the job applied for will be denoted by FIT.

H3: *The respondent's perception of his/her own performance varies with respect to some demographic variables – particularly the respondent's (1) age, (2) years of work experience, (3) highest completed level of education, (4) degree of commitment to get the job applied for, (5) gender, and (6) the situation/context of the interview.*

(1) Age of the respondent

Table 46 reveals that the respondent's perception of his/her own performance varies with respect to his/her age at the 5% significance level, two-tailed. In an attempt to discover the origin(s) of this variance, a Mann-Whitney (U-test) is performed. As a result of the latter, variables were designated as either significant or insignificant. Tables 47 and 48 present the significant variables. Those significant at the 1% level, two tailed are the respondent's engagement in making self-image statements and his/her demonstration of flexibility. Those significant at the 5% level, two tailed are the respondent's (1) grooming, (2) use of appropriate body language, (3) engagement in self-promotion, (4) engagement in self-praise, (5) raising of good questions, (6) ease in handling challenging questions, (7) highlighting of his/her strengths, (8) mentioning of his/her weaknesses in a positive manner, (9) rapport with the interviewer, and (10) referral to appeal of logic. Tables 49, 50, and 51 present the insignificant variables.

Table 46. IEEPERF - Age Total

	IEEPERF
Z	-2.174*

*. Correlation is significant at the 0.05 level (1-tailed).

Table 47. IEEPERF - Age (Significant Variables) (Part 1)

	The respondent's grooming	The respondent's use of appropriate body language	The respondent's engagement in making self-image statements	The respondent's engagement in self-promotion	The respondent's engagement in self-praise	The respondent's demonstration of flexibility
Z	-2.314*	-2.033*	-2.568**	-2.216*	-2.283*	-2.649**

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (1-tailed).

Table 48. IEEPERF - Age (Significant Variables) (Part 2)

	The respondent's raising of good questions	The respondent's ease in handling challenging questions	The respondent's highlighting of his/her strengths	The respondent's mentioning of his/her weaknesses in a positive manner	The respondent's rapport with the interviewer	The respondent's referral to appeal of logic
Z	-2.087*	-2.351*	-2.281*	-2.400*	-2.087*	-2.165*

*. Correlation is significant at the 0.05 level (1-tailed).

Table 49. IEEPERF - Age (Insignificant Variables) (Part 1)

	The respondent's self-introduction	The respondent's preparation for the interview	The respondent's attire	The respondent's use of eye contact	The respondent's demonstration of extroversion	The respondent's demonstration of friendliness
Z	-1.329	-1.400	-1.453	-.118	-1.852	-.725

Table 50. IEEPERF - Age (Insignificant Variables) (Part2)

	The respondent's demonstration of cooperation	The respondent's appropriateness in responding to questions	The respondent's calm and clear speaking	The respondent's professionalism	The respondent's ability to listen well	The respondent's level of politeness and courteousness
Z	-1.902	-1.611	-.027	-1.914	-1.093	-1.125

Table 51. IEEPERF - Age (Insignificant Variables) (Part3)

	The respondent's positive interview ending	The respondent's clear expression of messages	The respondent saved the best of what he/she has for the last	The respondent started with the best of what he/she has	The respondent's referral to appeal of emotions
Z	-1.547	-1.539	-.497	-1.515	-.037

(2) Respondent's years of work experience

Even though the respondent's perception of his/her performance does not vary with respect to his/her years of work experience (Table 52), a Kruskal-Wallis test was carried out on each variable within IEEPERF. Table 53 reveals all significant variables, which are significant at the 5% level, two-tailed. These variables are the respondent's (1) engagement in making self-image statements, (2) engagement in self-promotion, (3) engagement in self-praise, (4) demonstration of flexibility, (5) rapport with the interviewer, (6) referral to appeal of logic and (7) commencement with the best of what he/she has. Table 54 reveals the insignificant variables.

In an attempt to check the variances among the IEEPERF significant variables with respect to each of the four values of respondent's years of work experience, a Mann-Whitney test was performed. It can be concluded from Table 55 that:

1- Respondents with ten years or less (≤ 10) of work experience have different opinions than those with work experience of between eleven and 20 years ($11 \leq n \leq 20$) with respect to their engagement in self-praise and referral to appeal of logic. Moreover, they have different opinions than those with work experience of between 21 and 30 years ($21 \leq n \leq 30$) with respect to their commencement with the best of what they have. Similarly, they have different opinions than those with more than 30 years or work experience with respect to their engagement in making self-image statements, engagement in self-promotion and self-praise, rapport with the interviewer, and referral to appeal of logic.

2- Respondents with work experience between eleven and 20 years ($11 \leq n \leq 20$) have different opinions that those with work experience of between 21 and 30 years ($21 \leq n \leq 30$) with respect to their commencement with the best of what they have. Furthermore, they have different opinions than people with work experience of more than 30 years with respect to their rapport with the interviewer.

3- Respondents with work experiences of between 21 and 30 years ($21 \leq n \leq 30$) have different opinions than those with more than 30 years of work experience (≤ 30) with respect to their rapport with the interviewer, commencement with the best of what they have, and referral to appeal of logic.

Table 52. IEEPERF - Experience Total

	Null Hypothesis	Test	Sig.	Decision
56	The distribution of IEEPERF is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.054	Retain the null hypothesis.

Table 53. IEEPERF - Experience (Significant Variables)

	Null Hypothesis	Test	Sig.	Decision
9	The distribution of The respondent's engagement in making self-image statements is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.019	Reject the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
10	The distribution of The respondent's engagement in self-promotion is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.029	Reject the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
11	The distribution of The respondent's engagement in self-praise is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.021	Reject the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
13	The distribution of The respondent's demonstration of flexibility is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.049	Reject the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
23	The distribution of The respondent's rapport with the interviewer is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.025	Reject the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
27	The distribution of The respondent started with the best of what he/she has is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.006	Reject the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
29	The distribution of The respondent's referral to appeal of logic is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.033	Reject the null hypothesis.

Table 54. IEEPERF - Experience (Insignificant Variables)

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of The respondent's self-introduction is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.184	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
2	The distribution of The respondent's preparation for the interview is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.055	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
3	The distribution of The respondent's attire is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.721	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
4	The distribution of The respondent's grooming is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.111	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
5	The distribution of The respondent's use of eye contact is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.971	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
6	The distribution of The respondent's use of appropriate body language is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.614	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
7	The distribution of The respondent's demonstration of extroversion is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.582	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
8	The distribution of The respondent's demonstration of friendliness is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.696	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
12	The distribution of The respondent's demonstration of cooperation is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.344	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
14	The distribution of The respondent's appropriateness in responding to questions is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.254	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
15	The distribution of The respondent's raising of good questions is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.105	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
16	The distribution of The respondent's ease in handling challenging questions is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.111	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
17	The distribution of The respondent's highlighting of his/ her strengths is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.183	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
18	The distribution of The respondent's mentioning of his/her weaknesses in a positive manner is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.478	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
19	The distribution of The respondent's calm and clear speaking is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.078	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
20	The distribution of The respondent's professionalism is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.483	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
21	The distribution of The respondent's ability to listen well is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.266	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
22	The distribution of The respondent's level of politeness and courteousness is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.559	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
24	The distribution of The respondent's positive interview ending is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.088	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
25	The distribution of The respondent's clear expression of messages is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.345	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
26	The distribution of The respondent saved the best of what he/ she has for the last is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.611	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
28	The distribution of The respondent's referral to appeal of emotions is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.476	Retain the null hypothesis.

Table 55. IEEPERF - Experience (Mann-Whitney)

	Z Scores					
	≤10 with 11 ≤ n ≤ 20	≤10 with 21 ≤n ≤30	≤10 with >30	11 ≤n ≤20 with 21 ≤n ≤30	11≤n≤20 with >30	21 ≤n ≤30 with n>30
The respondent's engagement in making self-image statements	-1.894	-1.458	**-2.689****	-0.358	-1.591	-0.981
The respondent's engagement in self-promotion	-1.482	-1.157	**-2.800****	-0.443	-1.920	-0.981
The respondent's engagement in self-praise	**-1.946***	-1.625	**-2.599****	-0.608	-1.304	-0.394
The respondent's demonstration of flexibility	-2.243	-1.495	-1.737	-0.185	-0.636	-0.386
The respondent's rapport with the interviewer	-1.339	-0.415	**-2.943****	-0.907	**-2.140***	**-2.317***
The respondent started with the best of what he/she has	-0.545	**-3.185****	-0.520	**-3.297****	-0.167	**-2.507***
The respondent's referral to appeal of logic	**-2.536***	-0.454	**-2.019***	-0.932	-0.625	**-1.085***

. Correlation is significant at the 0.01 level (2-tailed).
 Correlation is significant at the 0.05 level (1-tailed).

(3) Respondent's highest completed level of education

A Kruskal-Wallis test is performed from which it is learnt that the respondent's overall evaluation of his/her performance during the job interview does not vary with respect to his/her highest completed level of education (Table 56). Table 57 introduces IEEPERF significant variables, which are the respondent's (1) attire, (2) grooming, (3) engagement in self-praise, (4) professionalism, and (5) referral to appeal of emotions. All remaining IEEPERF variables are insignificant and are presented in Table 58. In order to identify the origins of the discovered variances, a Mann-Whitney test is performed among the four values of the variable 'highest completed education level'. It can be concluded from Table 59 that:

1- Respondents with a baccalaureate or equivalent (Bacc) have different opinions than those who have a bachelor's degree of equivalent (Bach) with respect to their attire, grooming, engagement in self-praise, and professionalism. In addition, they have different opinions than those with a master's degree (MA) with respect to their attire, engagement in self-praise, professionalism, commencement with the best of what they have, and referral to appeal of emotions. Finally, they have different opinions than respondents with a Doctorate (Doc) with respect to their attire, grooming, professionalism, and commencement with the best of what they have.

2- Respondents with a bachelor's degree (Bach) have different opinions than those with a master's degree (MA) with respect to their commencement with the best of what they have and their referral to appeal of logic.

3- Respondents with a master's degree (MA) have a different opinion than those with a doctorate (Doc) with respect to their engagement in self-praise.

Table 56. IEEPERF - Education Total

	Null Hypothesis	Test	Sig.	Decision
56	The distribution of IEEPERF is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.317	Retain the null hypothesis.

Table 57. IEEPERF - Education (Significant Variables)

	Null Hypothesis	Test	Sig.	Decision
3	The distribution of The respondent's attire is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
4	The distribution of The respondent's grooming is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.041	Reject the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
11	The distribution of The respondent's engagement in self-praise is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.003	Reject the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
20	The distribution of The respondent's professionalism is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.003	Reject the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
28	The distribution of The respondent's referral to appeal of emotions is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.015	Reject the null hypothesis.

Table 58. IEEPERF - Education (Insignificant Variables)

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of The respondent's self-introduction is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.244	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
2	The distribution of The respondent's preparation for the interview is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.176	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
5	The distribution of The respondent's use of eye contact is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.073	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
6	The distribution of The respondent's use of appropriate body language is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.079	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
7	The distribution of The respondent's demonstration of extroversion is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.935	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
8	The distribution of The respondent's demonstration of friendliness is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.945	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
9	The distribution of The respondent's engagement in making self-image statements is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.567	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
10	The distribution of The respondent's engagement in self-promotion is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.202	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
12	The distribution of The respondent's demonstration of cooperation is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.321	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
13	The distribution of The respondent's demonstration of flexibility is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.139	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
14	The distribution of The respondent's appropriateness in responding to questions is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.204	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
15	The distribution of The respondent's raising of good questions is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.297	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
16	The distribution of The respondent's ease in handling challenging questions is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.340	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
17	The distribution of The respondent's highlighting of his/ her strengths is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.396	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
18	The distribution of The respondent's mentioning of his/her weaknesses in a positive manner is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.588	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
19	The distribution of The respondent's calm and clear speaking is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.125	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
21	The distribution of The respondent's ability to listen well is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.232	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
22	The distribution of The respondent's level of politeness and courteousness is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.153	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
23	The distribution of The respondent's rapport with the interviewer is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.539	Retain the null hypothesis.

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	Null Hypothesis		Test		Sig.	Decision
24	The distribution of The respondent's positive interview ending is the same across categories of Respondent's highest completed level of education .		Independent-Samples Kruskal-Wallis Test		.690	Retain the null hypothesis.

	Null Hypothesis		Test		Sig.	Decision
25	The distribution of The respondent's clear expression of messages is the same across categories of Respondent's highest completed level of education .		Independent-Samples Kruskal-Wallis Test		.731	Retain the null hypothesis.

	Null Hypothesis		Test		Sig.	Decision
27	The distribution of The respondent started with the best of what he/she has is the same across categories of Respondent's highest completed level of education .		Independent-Samples Kruskal-Wallis Test		.064	Retain the null hypothesis.

	Null Hypothesis		Test		Sig.	Decision
29	The distribution of The respondent's referral to appeal of logic is the same across categories of Respondent's highest completed level of education .		Independent-Samples Kruskal-Wallis Test		.128	Retain the null hypothesis.

Table 59. IEEPERF - Education (Mann-Whitney)

	Z Scores					
	Bacc with Bach	Bacc with MA	Bacc with Doc	Bach with MA	Bach with Doc	MA with Doc
The respondent's attire	-3.173**	-3.412**	-2.883**	-0.271	-1.032	-0.940
The respondent's grooming	-2.142*	-1.787	-2.309*	-0.624	-1.139	-1.610
The respondent's engagement in self-praise	-2.988**	-3.535**	-0.312	-1.050	-1.671	-2.140*
The respondent's professionalism	-2.877**	-3.528**	-2.356*	-1.095	-1.103	-0.584
The respondent saved the best of what he/she has for the last	-1.688	-3.343**	-0.691*	-2.113*	-0.471	-1.593
The respondent's referral to appeal of emotions	-0.894	-2.353*	-0.281	-2.123*	-0.443	-1.690

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (1-tailed).

(4) Respondent's degree of commitment to get the job applied for

Performing a Kruskal-Wallis test, it is noticed that the respondent's perception of his/her performance during the job interview varies with respect to his/her degree of commitment to get the job applied for (Table 60). Disclosed in Table 61 are the significant variables, which are the respondent's (1) preparation for the interview, (2) ease in handling challenging questions, (3) highlighting of his/her strengths, (4) mentioning of his/her weaknesses in a positive manner, (5) calm and clear speaking, and (6) rapport with the interviewer. All remaining IEEPERF variables are insignificant in this context and are listed in Table 62. Further, a U-test is performed to uncover the origin of the discovered variances. From Table 63, it is noticed that respondents with moderate commitment to get the job applied for have different opinions than those highly commitment to get the job with respect to their preparation for the interview, calm and clear speaking, and rapport with the interviewer.

Table 60. IEEPERF - Commitment Total

	Null Hypothesis	Test	Sig.	Decision
56	The distribution of IEEPERF is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.042	Reject the null hypothesis.

Table 61. IEEPERF - Commitment (Significant Variables)

	Null Hypothesis	Test	Sig.	Decision
2	The distribution of The respondent's preparation for the interview is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
16	The distribution of The respondent's ease in handling challenging questions is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.040	Reject the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
17	The distribution of The respondent's highlighting of his/ her strengths is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.020	Reject the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
18	The distribution of The respondent's mentioning of his/her weaknesses in a positive manner is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.042	Reject the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
19	The distribution of The respondent's calm and clear speaking is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.020	Reject the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
23	The distribution of The respondent's rapport with the interviewer is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.050	Reject the null hypothesis.

Table 62. IEEPERF - Commitment (Insignificant Variables)

Null Hypothesis	⇕	Test	⇕	Sig. ⇕	Decision ⇕
29	The distribution of The respondent's referral to appeal of logic is the same across categories of The respondent's degree of commitment to get the job applied for.		Independent-Samples Kruskal-Wallis Test		.099	Retain the null hypothesis.

Null Hypothesis	⇕	Test	⇕	Sig. ⇕	Decision ⇕
28	The distribution of The respondent's referral to appeal of emotions is the same across categories of The respondent's degree of commitment to get the job applied for.		Independent-Samples Kruskal-Wallis Test		.429	Retain the null hypothesis.

Null Hypothesis	⇕	Test	⇕	Sig. ⇕	Decision ⇕
27	The distribution of The respondent started with the best of what he/she has is the same across categories of The respondent's degree of commitment to get the job applied for.		Independent-Samples Kruskal-Wallis Test		.081	Retain the null hypothesis.

Null Hypothesis	⇕	Test	⇕	Sig. ⇕	Decision ⇕
26	The distribution of The respondent saved the best of what he/she has for the last is the same across categories of The respondent's degree of commitment to get the job applied for.		Independent-Samples Kruskal-Wallis Test		.724	Retain the null hypothesis.

Null Hypothesis	⇕	Test	⇕	Sig. ⇕	Decision ⇕
25	The distribution of The respondent's clear expression of messages is the same across categories of The respondent's degree of commitment to get the job applied for.		Independent-Samples Kruskal-Wallis Test		.834	Retain the null hypothesis.

Null Hypothesis	⇕	Test	⇕	Sig. ⇕	Decision ⇕
24	The distribution of The respondent's positive interview ending is the same across categories of The respondent's degree of commitment to get the job applied for.		Independent-Samples Kruskal-Wallis Test		.076	Retain the null hypothesis.

Null Hypothesis	⇕	Test	⇕	Sig. ⇕	Decision ⇕
22	The distribution of The respondent's level of politeness and courteousness is the same across categories of The respondent's degree of commitment to get the job applied for.		Independent-Samples Kruskal-Wallis Test		.628	Retain the null hypothesis.

Null Hypothesis	Test	Sig.	Decision
21	The distribution of The respondent's ability to listen well is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.110	Retain the null hypothesis.

Null Hypothesis	Test	Sig.	Decision
20	The distribution of The respondent's professionalism is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.238	Retain the null hypothesis.

Null Hypothesis	Test	Sig.	Decision
15	The distribution of The respondent's raising of good questions is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.293	Retain the null hypothesis.

Null Hypothesis	Test	Sig.	Decision
13	The distribution of The respondent's demonstration of flexibility is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.265	Retain the null hypothesis.

Null Hypothesis	Test	Sig.	Decision
12	The distribution of The respondent's demonstration of cooperation is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.073	Retain the null hypothesis.

Null Hypothesis	Test	Sig.	Decision
11	The distribution of The respondent's engagement in self-praise is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.956	Retain the null hypothesis.

Null Hypothesis	Test	Sig.	Decision
10	The distribution of The respondent's engagement in self-promotion is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.376	Retain the null hypothesis.

Null Hypothesis	Test	Sig.	Decision
9	The distribution of The respondent's engagement in making self-image statements is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.159	Retain the null hypothesis.

Null Hypothesis	Test	Sig.	Decision
8 The distribution of The respondent's demonstration of friendliness is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.938	Retain the null hypothesis.

Null Hypothesis	Test	Sig.	Decision
7 The distribution of The respondent's demonstration of extroversion is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.799	Retain the null hypothesis.

Null Hypothesis	Test	Sig.	Decision
6 The distribution of The respondent's use of appropriate body language is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.554	Retain the null hypothesis.

Null Hypothesis	Test	Sig.	Decision
5 The distribution of The respondent's use of eye contact is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.120	Retain the null hypothesis.

Null Hypothesis	Test	Sig.	Decision
4 The distribution of The respondent's grooming is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.672	Retain the null hypothesis.

Null Hypothesis	Test	Sig.	Decision
3 The distribution of The respondent's attire is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.126	Retain the null hypothesis.

Null Hypothesis	Test	Sig.	Decision
1 The distribution of The respondent's self-introduction is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.665	Retain the null hypothesis.

Table 63. IEEPERF - Commitment (Mann-Whitney)

	Z Scores					
	The respondent's preparation for the interview	The respondent's ease in handling challenging questions	The respondent's highlighting of his/her strengths	The respondent's mentioning of his/her weaknesses in a positive manner	The respondent's calm and clear speaking	The respondent's rapport with the interviewer
Moderate with High	**-4.057****	-1.058	-1.432	-.775	**-2.045***	**-2.422***

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (1-tailed).

(5) Gender of the respondent

The respondent's perception of his/her performance varies with respect to his/her gender at the 1% level, two-tailed (Table 64). A Mann-Whitney test is performed to discover the origin(s) of this strong significant variance. Tables 65 and 66 reveal the significant variables. Those significant at the 1% level, two-tailed are the respondent's (1) ease in handling challenging questions, (2) professionalism, (3) ability to listen well, (4) saving of the best of what he/she has for the last, (5) demonstration of flexibility, (6) appropriateness in responding to questions, and (7) raising of good questions. Those significant at the 5% level, two-tailed are the respondent's (1) highlighting of his/her strengths, (2) mentioning of his/her weaknesses in a positive manner, (3) self- introduction, (4) preparation for the interview, and (5) engagement in self-praise. Tables 67, 68, and 69 reveal the insignificant variables.

Table 64. IEEPERF - Gender Total

	IEEPERF
Z	-2.777**

**. Correlation is significant at the 0.01 level (2-tailed).

Table 65. IEEPERF - Gender (Significant Variables) (Part 1)

	The respondent's ease in handling challenging questions	The respondent's highlighting of his/her strengths	The respondent's mentioning of his/her weaknesses in a positive manner	The respondent's professionalism	The respondent's ability to listen well	The respondent saved the best of what he/she has for the last
Z	-4.116**	-1.968*	-1.967*	-2.690**	-2.576**	-2.570**

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (1-tailed).

Table 66. IEEPERF - Gender (Significant Variables) (Part 2)

	The respondent's self-introduction	The respondent's preparation for the interview	The respondent's engagement in self-praise	The respondent's demonstration of flexibility	The respondent's appropriateness in responding to questions	The respondent's raising of good questions
Z	-2.240*	-2.471*	-2.217*	-3.401**	-2.970**	-2.614**

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (1-tailed).

Table 67. IEEPERF - Gender (Insignificant Variables) (Part 1)

	The respondent's attire	The respondent's grooming	The respondent's use of eye contact	The respondent's use of appropriate body language	The respondent's demonstration of extroversion	The respondent's demonstration of friendliness
Z	-1.670	-1.147	-1.635	-1.444	-.406	-.031

Table 68. IEEPERF - Gender (Insignificant Variables) (Part 2)

	The respondent's engagement in making self-image statements	The respondent's engagement in self-promotion	The respondent's demonstration of cooperation	The respondent's calm and clear speaking	The respondent's level of politeness and courteousness	The respondent's rapport with the interviewer
Z	-1.631	-1.821	-1.655	-1.747	-1.637	-1.255

Table 69. IEEPERF - Gender (Insignificant Variables) (Part 3)

	The respondent's positive interview ending	The respondent's clear expression of messages	The respondent started with the best of what he/she has	The respondent's referral to appeal of emotions	The respondent's referral to appeal of logic
Z	-.898	-1.422	-.901	-.040	-1.044

(6) Situation/context of the last job interview the respondent sat for

As shown in Table 70, the respondent's perception of his/her performance does not significantly vary with respect to the situation/context of the last job interview he/she sat for. Nevertheless, a Mann-Whitney test is performed to check which IEEPERF variables are significant, if any, and which are not. Table 71 shows the variables significant at the 5% level, two-tailed to be the respondent's (1) preparation for the interview, (2) attire, and (3) calm and clear speaking and the only variable significant at the 1% level, two-tailed to be the respondent's professionalism. Tables 72 through 77 reveal the insignificant variables.

Table 70. IEEPERF - Situation/context Total

	IEEPERF
Z	-.820

Table 71. IEEPERF - Situation/context (Significant Variables)

	The respondent's preparation for the interview	The respondent's attire	The respondent's calm and clear speaking	The respondent's professionalism
Z	-2.259*	-2.553*	-2.126*	-2.656**

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (1-tailed).

Table 72. IEEPERF - Situation/context (Insignificant Variables) (Part 1)

	The respondent's self-introduction	The respondent's grooming	The respondent's use of eye contact	The respondent's use of appropriate body language	The respondent's demonstration of extroversion
Z	-.848	-1.825	-1.694	-1.760	-1.152

Table 73. IEEPERF - Situation/context (Insignificant Variables) (Part2)

	The respondent's demonstration of friendliness	The respondent's engagement in making self-image statements	The respondent's engagement in self-promotion	The respondent's engagement in self-praise	The respondent's demonstration of cooperation
Z	-1.850	-.296	-.826	-.701	-.147

Table 74. IEEPERF - Situation/context (Insignificant Variables) (Part 3)

	The respondent's demonstration of flexibility	The respondent's appropriateness in responding to questions	The respondent's raising of good questions	The respondent's ease in handling challenging questions	The respondent's highlighting of his/her strengths
Z	-1.692	-.783	-.120	-.982	-.372

Table 75. IEEPERF - Situation/context (Insignificant Variables) (Part 4)

	The respondent's mentioning of his/her weaknesses in a positive manner	The respondent's ability to listen well	The respondent's level of politeness and courteousness	The respondent's rapport with the interviewer	The respondent's positive interview ending
Z	-.878	-1.007	-1.284	-1.091	-.030

Table 76. IEEPERF - Situation/context (Insignificant Variables) (Part 5)

	The respondent's mentioning of his/her weaknesses in a positive manner	The respondent's ability to listen well	The respondent's level of politeness and courteousness	The respondent's rapport with the interviewer	The respondent's positive interview ending
Z	-.878	-1.007	-1.284	-1.091	-.030

Table 77. IEEPERF - Situation/context (Insignificant Variables) (Part 6)

	The respondent's clear expression of messages	The respondent saved the best of what he/she has for the last	The respondent started with the best of what he/she has	The respondent's referral to appeal of emotions	The respondent's referral to appeal of logic
Z	-.196	-.868	-1.830	-1.386	-1.327

H4: *The respondent's perception of the interviewer's performance during the job interview varies with respect to some demographic variables – particularly the respondent's (1) age, (2) years of work experience, (3) highest completed level of education, (4) degree of commitment to get the job applied for, (5) gender, and (6) the situation/context of the interview.*

(1) Age of the respondent (ordinal)

Table 78 reveals that the respondent's perception of the interviewer's performance does not significantly vary with respect to the age of the respondent. However, a Mann-Whitney (U-test) was performed to check the significance of variables. The test resulted in marking the variables as either significant or insignificant. The only significant variable (significant at the 5% level, two-tailed) is the interviewer's description of the next steps (Table 79). Tables 80, 81, and 82 present the insignificant variables.

Table 78. IERPERF - Age Total

	IERPERF
Z	-1.498

Table 79. IERPERF - Age (Significant Variable)

	The interviewer's description of the next steps
Z	-2.224*

*. Correlation is significant at the 0.05 level (1-tailed).

Table 80. IERPERF - Age (Insignificant Variables) (Part 1)

	The interviewer's clarity in stating the tasks and responsibilities pertaining to the job	The interviewer's clarity in communicating the expectations from the employee	The interviewer's clarity in communicating the company's goals and objectives	The interviewer's clarity in stating the job benefits and promotional schema	The interviewer gave the respondent enough time to interact with him/ her	The interviewer's knowledge about the job position applied for
Z	-1.021	-1.849	-.420	-1.644	-1.942	-.267

Table 81. IERPERF - Age (Insignificant Variables) (Part 2)

	The interviewer's knowledge about the company	The interviewer's non-engagement in bias	The interviewer's non-engagement in discrimination	The interviewer's demonstration of friendliness	The interviewer's demonstration of interpersonal relationships	The interviewer's responsiveness
Z	-.551	-.498	-.636	-1.847	-1.929	-1.412

Table 82. IERPERF - Age (Insignificant Variables) (Part 3)

	The interviewer's degree of professionalism	The interviewer's attentiveness	The interviewer's allocation of enough time for the interviewee	The interviewer's appropriateness in ending the job interview
Z	-1.067	-1.122	-1.453	-1.333

(2) Respondent's years of work experience (ordinal)

The respondent's perception of the interviewer's performance is not significantly associated with the respondent's years of work experience (Table 83). Despite that, Kruskal-Wallis was carried out on each variable within IERPERF. Upon performing the test, no significant variables were discovered. Therefore, all IERPERF variables are insignificant with respect to the respondent's years of work experience (Table 84). For that reason, there is no need to use Mann-Whitney test.

Table 83. IERPERF - Experience Total

	Null Hypothesis	Test	Sig.	Decision
57	The distribution of IERPERF is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.497	Retain the null hypothesis.

IERPERF – Experience (Significant Variables)

No significant variables between IERPERF and respondent's years of work experience.

Table 84. IERPERF - Experience (Insignificant Variables)

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of The interviewer's non-engagement in bias is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.867	Retain the null hypothesis.
2	The distribution of The interviewer's non-engagement in discrimination is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.681	Retain the null hypothesis.
3	The distribution of The interviewer's demonstration of friendliness is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.268	Retain the null hypothesis.
4	The distribution of The interviewer's demonstration of interpersonal relationships is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.260	Retain the null hypothesis.
5	The distribution of The interviewer responsiveness is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.496	Retain the null hypothesis.
6	The distribution of The interviewer's degree of professionalism is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.347	Retain the null hypothesis.
7	The distribution of The interviewer attentiveness is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.358	Retain the null hypothesis.
8	The distribution of The interviewer's allocation of enough time for the interviewee is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.383	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
9	The distribution of The interviewer's description of the next steps is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.182	Retain the null hypothesis.
10	The distribution of The interviewer's appropriateness in ending the job interview is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.066	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of The interviewer's clarity in stating the tasks and responsibilities pertaining to the job is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.259	Retain the null hypothesis.
2	The distribution of The interviewer's clarity in communicating the expectations from the employee is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.249	Retain the null hypothesis.
3	The distribution of The interviewer's clarity in communicating the company's goals and objectives is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.726	Retain the null hypothesis.
4	The distribution of The interviewer's clarity in stating the job benefits and promotional schema is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.517	Retain the null hypothesis.
5	The distribution of The interviewer gave the respondent enough time to interact with him/ her is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.156	Retain the null hypothesis.
6	The distribution of The interviewer's knowledge about the job position applied for is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.838	Retain the null hypothesis.
7	The distribution of The interviewer's knowledge about the company is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.988	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

(3) Respondent's highest completed level of education

From performing a Kruskal-Wallis test, it is noticed that IERPERF Total does not vary with respect to the respondent's highest completed level of education. That is, the latter does not have a significant impact on the respondent's perception of the interviewer's performance during the job interview (Table 85). Yet four significant variables are brought out and are presented in Table 86. They are the interviewer's (1) responsiveness, (2) degree of professionalism, (3) attentiveness, and (4) allocation of enough time for the interviewee. All other IERPERF variables are presented in Table 87 as insignificant variables. In order to check where those variances come from, a U-test was performed (Table 88). It is established that:

1- Respondents holding a baccalaureate or what's equivalent to it (Bacc) have a different opinion than those holding a master's degree or equivalent (MA) with respect to the interviewer's responsiveness. Additionally, they have a different opinion than those holding a doctorate (Doc) with respect to the interviewer's allocation of enough time for the interviewee.

2- Respondents holding a bachelor's degree or what's equivalent to it (Bach) have different opinions than those holding a doctorate (Doc) with respect to the interviewer's responsiveness and allocation of enough time for the interviewee.

3- Respondents holding a master's degree or what's equivalent to it (MA) have different opinions than those holding a doctorate (Doc) with respect to the interviewer's responsiveness, degree of professionalism, attentiveness, and allocation of enough time for the interviewee.

Table 85. IERPERF - Education Total

	Null Hypothesis	Test	Sig.	Decision
57	The distribution of IERPERF is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.053	Retain the null hypothesis.

Table 86. IERPERF - Education (Significant Variables)

	Null Hypothesis	Test	Sig.	Decision
47	The distribution of The interviewer's responsiveness is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.013	Reject the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
48	The distribution of The interviewer's degree of professionalism is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.040	Reject the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
49	The distribution of The interviewer's attentiveness is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.040	Reject the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
50	The distribution of The interviewer's allocation of enough time for the interviewee is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.041	Reject the null hypothesis.

Table 87. IERPERF - Education (Insignificant Variables)

	Null Hypothesis	Test	Sig.	Decision
36	The distribution of The interviewer's clarity in stating the tasks and responsibilities pertaining to the job is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.056	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
37	The distribution of The interviewer's clarity in communicating the expectations from the employee is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.071	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
38	The distribution of The interviewer's clarity in communicating the company's goals and objectives is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.067	Retain the null hypothesis.

	Null Hypothesis ⇔	Test ⇔	Sig. ⇔	Decision ⇔
39	The distribution of The interviewer's clarity in stating the job benefits and promotional schema is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.065	Retain the null hypothesis.

	Null Hypothesis ⇔	Test ⇔	Sig. ⇔	Decision ⇔
41	The distribution of The interviewer's knowledge about the job position applied for is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.613	Retain the null hypothesis.

	Null Hypothesis ⇔	Test ⇔	Sig. ⇔	Decision ⇔
42	The distribution of The interviewer's knowledge about the company is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.140	Retain the null hypothesis.

	Null Hypothesis ⇔	Test ⇔	Sig. ⇔	Decision ⇔
43	The distribution of The interviewer's non-engagement in bias is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.596	Retain the null hypothesis.

	Null Hypothesis ⇔	Test ⇔	Sig. ⇔	Decision ⇔
44	The distribution of The interviewer's non-engagement in discrimination is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.389	Retain the null hypothesis.

	Null Hypothesis ⇔	Test ⇔	Sig. ⇔	Decision ⇔
45	The distribution of The interviewer's demonstration of friendliness is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.145	Retain the null hypothesis.

	Null Hypothesis ⇔	Test ⇔	Sig. ⇔	Decision ⇔
46	The distribution of The interviewer's demonstration of interpersonal relationships is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.209	Retain the null hypothesis.

	Null Hypothesis		Test		Sig.	Decision
51	The distribution of The interviewer's description of the next steps is the same across categories of Respondent's highest completed level of education .		Independent-Samples Kruskal-Wallis Test		.094	Retain the null hypothesis.

	Null Hypothesis		Test		Sig.	Decision
52	The distribution of The interviewer's appropriateness in ending the job interview is the same across categories of Respondent's highest completed level of education .		Independent-Samples Kruskal-Wallis Test		.151	Retain the null hypothesis.

Table 88. IERPERF - Education (Mann-Whitney)

	Z Scores					
	Bacc with Bach	Bacc with MA	Bacc with Doc	Bach with MA	Bach with Doc	MA with Doc
The interviewer's responsiveness	-1.373	**-2.100***	-1.277	-0.932	**-2.049***	**-2.382***
The interviewer's degree of professionalism	-0.035	-0.915	-1.500	-0.982	-1.502	**-2.105***
The interviewer's attentiveness	-0.695	-1.379	-1.474	-0.819	-1.831	**-2.327***
The interviewer's allocation of enough time for the interviewee	-0.403	-0.658	**-2.311***	-1.103	**-2.082***	**-2.436***

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (1-tailed).

(4) Respondent's degree of commitment to get the job applied for

As revealed in Table 89, the respondent's perception of the interviewer's performance varies with respect to the respondent's degree of commitment to get the job applied for at a 5% significance level, two-tailed. A Kruskal-Wallis test discloses the significant variables, which are the interviewer's (1) clarity in communicating the expectations from the employee, (2) clarity in communicating the company's goals and objectives, (3) knowledge about the job position applied for, (4) knowledge about the company, (5) attentiveness, and (6) allocation of enough time for the

interviewee (Table 90). Insignificant variables are presented in Table 91. To check the variances among the many variables, a Mann-Whitney test was performed, from which it is concluded that respondents with moderate commitment to get the job applied for have different opinions than those highly committed to that with respect to the interviewer's clarity in communicating the expectations from the employee and the company's goals and objectives, knowledge about the job position applied for and the company, attentiveness, and providence (Table 92).

Table 89. IERPERF - Commitment Total

	Null Hypothesis	Test	Sig.	Decision
57	The distribution of IERPERF is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.012	Reject the null hypothesis.

Table 90. IERPERF - Commitment (Significant Variables)

	Null Hypothesis	Test	Sig.	Decision
37	The distribution of The interviewer's clarity in communicating the expectations from the employee is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.019	Reject the null hypothesis.
38	The distribution of The interviewer's clarity in communicating the company's goals and objectives is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.003	Reject the null hypothesis.
41	The distribution of The interviewer's knowledge about the job position applied for is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.008	Reject the null hypothesis.
42	The distribution of The interviewer's knowledge about the company is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.001	Reject the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
49	The distribution of The interviewer's attentiveness is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.027	Reject the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
50	The distribution of The interviewer's allocation of enough time for the interviewee is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.039	Reject the null hypothesis.

Table 91. IERPERF - Commitment (Insignificant Variables)

	Null Hypothesis	Test	Sig.	Decision
36	The distribution of The interviewer's clarity in stating the tasks and responsibilities pertaining to the job is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.117	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
39	The distribution of The interviewer's clarity in stating the job benefits and promotional schema is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.130	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
40	The distribution of The interviewer gave the respondent enough time to interact with him/ her is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.538	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
43	The distribution of The interviewer's non-engagement in bias is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.349	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
44	The distribution of The interviewer's non-engagement in discrimination is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.228	Retain the null hypothesis.

	Null Hypothesis		Test		Sig.	Decision
45	The distribution of The interviewer's demonstration of friendliness is the same across categories of The respondent's degree of commitment to get the job applied for.		Independent-Samples Kruskal-Wallis Test		.089	Retain the null hypothesis.

	Null Hypothesis		Test		Sig.	Decision
46	The distribution of The interviewer's demonstration of interpersonal relationships is the same across categories of The respondent's degree of commitment to get the job applied for.		Independent-Samples Kruskal-Wallis Test		.281	Retain the null hypothesis.

	Null Hypothesis		Test		Sig.	Decision
47	The distribution of The interviewer's responsiveness is the same across categories of The respondent's degree of commitment to get the job applied for.		Independent-Samples Kruskal-Wallis Test		.362	Retain the null hypothesis.

	Null Hypothesis		Test		Sig.	Decision
48	The distribution of The interviewer's degree of professionalism is the same across categories of The respondent's degree of commitment to get the job applied for.		Independent-Samples Kruskal-Wallis Test		.122	Retain the null hypothesis.

	Null Hypothesis		Test		Sig.	Decision
51	The distribution of The interviewer's description of the next steps is the same across categories of The respondent's degree of commitment to get the job applied for.		Independent-Samples Kruskal-Wallis Test		.062	Retain the null hypothesis.

	Null Hypothesis		Test		Sig.	Decision
52	The distribution of The interviewer's appropriateness in ending the job interview is the same across categories of The respondent's degree of commitment to get the job applied for.		Independent-Samples Kruskal-Wallis Test		.086	Retain the null hypothesis.

Table 92. IERPERF - Commitment (Mann-Whitney)

	Z Scores					
	The interviewer's clarity in communicating the expectations from the employee	The interviewer's clarity in communicating the company's goals and objectives	The interviewer's knowledge about the job position applied for	The interviewer's knowledge about the company	The interviewer's attentiveness	The interviewer gave the respondent enough time to interact with him/her
Moderate with High	-2.029*	-2.649**	-2.160*	-3.346**	-2.228*	-.666

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (1-tailed).

(5) Gender of the Respondent

The respondent's perception of the interviewer's performance varies with respect to the respondent's gender at the 1%, two-tailed level (Table 93). To disclose the origin of this variance, a U-test is performed. Tables 94 and 95 reveal the significant variables. Those significant at the 5% level, two-tailed are the interviewer's (1) knowledge about the job position applied for, (2) responsiveness, (3) description of next steps, and (4) appropriateness in ending the job interview. Those significant at the 1% level, two-tailed are the interviewer's (1) clarity in communicating the company's goals and objectives, (2) clarity in stating the job benefits and promotional schema, (3) demonstration of friendliness, (4) degree of professionalism, (5) attentiveness, and (6) allocation of enough time for the interviewee. The remaining IERPERF variables are insignificant in this context and are shown in Tables 96 and 97.

Table 93. IERPERF - Gender Total

	IERPERF
Z	-2.861**

**. Correlation is significant at the 0.01 level (2-tailed).

Table 94. IERPERF - Gender (Significant Variables) (Part 1)

	The interviewer's clarity in communicating the company's goals and objectives	The interviewer's clarity in stating the job benefits and promotional schema	The interviewer's knowledge about the job position applied for	The interviewer's demonstration of friendliness	The interviewer's responsiveness
Z	-2.747**	-2.631**	-2.346*	-2.609**	-2.220*

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (1-tailed).

Table 95. IERPERF - Gender (Significant Variables) (Part 2)

	The interviewer's degree of professionalism	The interviewer's attentiveness	The interviewer's allocation of enough time for the interviewee	The interviewer's description of the next steps	The interviewer's appropriateness in ending the job interview
Z	-2.667**	-3.157**	-2.900**	-2.453*	-2.261*

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (1-tailed).

Table 96. IERPERF - Gender (Insignificant Variables) (Part 1)

	The interviewer's clarity in stating the tasks and responsibilities pertaining to the job	The interviewer's clarity in communicating the expectations from the employee	The interviewer gave the respondent enough time to interact with him/her
Z	-1.678	-1.195	-1.742

Table 97. IERPERF - Gender (Insignificant Variables) (Part 2)

	The interviewer's knowledge about the company	The interviewer's non-engagement in bias	The interviewer's non-engagement in discrimination	The interviewer's demonstration of interpersonal relationships
Z	-1.764	-1.532	-1.178	-1.732

(6) Situation/context of the last job interview the respondent sat for

As can be concluded from Table 98, the respondent's perception of the interviewer's performance does not significantly vary with respect to the interview's situation/context. Despite that, a Mann-Whitney test is performed to assign each IERPERF variable as significant or insignificant. Table 99 shows the only two significant variables: the interviewer's clarity in communicating the company's goals and objectives and the interviewer's responsiveness (both significant at the 5% level, two-talked). Tables 100, 101, and 102 reveal the insignificant variables.

Table 98. IERPERF - Situation/context Total

	IERPERF
Z	-.425

Table 99. IERPERF - Situation/context (Significant Variables)

	The interviewer's clarity in communicating the company's goals and objectives	The interviewer's responsiveness
Z	-2.240*	-1.960*

*. Correlation is significant at the 0.05 level (1-tailed).

Table 100. IERPERF - Situation/context (Insignificant Variables) (Part 1)

	The interviewer's clarity in stating the tasks and responsibilities pertaining to the job	The interviewer's clarity in communicating the expectations from the employee	The interviewer's clarity in stating the job benefits and promotional schema	The interviewer gave the respondent enough time to interact with him/ her	The interviewer's knowledge about the job position applied for
Z	-1.350	-.511	-1.296	-.325	-.291

Table 101. IERPERF - Situation/context (Insignificant Variables) (Part 2)

	The interviewer's knowledge about the company	The interviewer's non-engagement in bias	The interviewer's non-engagement in discrimination	The interviewer's demonstration of friendliness	The interviewer's demonstration of interpersonal relationships
Z	-.790	-.186	-.075	-.938	-1.384

Table 102. IERPERF - Situation/context (Insignificant Variables) (Part 3)

	The interviewer's degree of professionalism	The interviewer's attentiveness	The interviewer's allocation of enough time for the interviewee	The interviewer's description of the next steps	The interviewer's appropriateness in ending the job interview
Z	-.404	-.686	-.483	-.597	-.477

H5: ***The respondent's perception of his/her fit with the job applied for varies with respect to some demographic variables – particularly the respondent's (1) age, (2) years of work experience, (3) highest completed level of education, (4) degree of commitment to get the job applied for, (5) gender, and (6) the situation/context of the interview.***

(1) Age of the respondent

Table 103 reveals that the respondent's perception of his/her fit with the job applied for varies with respect to his/her age at a 5% level, two-tailed. A Mann-Whitney (U-test) was performed to check the origin(s) of those variances. The test resulted in marking the variables as either significant or insignificant. Table 104 reveals the significant variables. Those significant at the 5% level, two tailed are the fit between the job and the respondent's experience and that between the job and the respondent's personality. The sole variable significant at the 1% level, two tailed is the fit between the job and the respondent's attitude. Table 105 reveals the insignificant variables.

Table 103. FIT - Age Total

	FIT
Z	-2.234*

*. Correlation is significant at the 0.05 level (1-tailed).

Table 104. FIT - Age (Significant Variables)

	The fit between the job and the respondent's experience	The fit between the job and the respondent's attitude	The fit between the job and the respondent's personality
Z	-2.346*	-2.679**	-2.443*

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (1-tailed).

Table 105. FIT - Age (Insignificant Variables)

	The fit between the job and the respondent's skills	The fit between the job and the respondent's education	The fit between the job and the respondent's training
Z	-1.946	-1.225	-.794

(2) Years of work experience

A very high significance was revealed between FIT Total and the respondent's years of work experience (Table 106). In other words, the respondent's perception of his/her fit with the job applied for is highly affected by his/her years of work experience. Therefore, Kruskal-Wallis was carried out on each variable within FIT to discover the origins of this significance. Table 107 reveals all significant variables. Those significant at the 1% level, two-tailed are the fit between the job and each of the respondent's skills, experience, and training. The only variable significant at the 5% level, two-tailed is the fit between the job and the respondent's personality. Table 108 reveals the insignificant variables. In an attempt to check the variances among the FIT variables with respect to each of the four values of respondent's years of work experience, a Mann-Whitney test was performed. It can be concluded from Table 109 that respondents with ten years or less of work experience (≤ 10) have different opinions than those with work experience of between eleven and 20 years ($11 \leq n \leq 20$) with respect to the fit between the job and each of their skills, experience, training, and personality. Similarly, they have different opinions than those with work experience of between 21 and 30 years ($21 \leq n \leq 30$) with respect to the fit between the job and the respondent's experience. Finally, they have different opinions than respondents with more than 30 years of work experience (> 30) with respect to the fit between the job and each of the respondent's skills, experience, and personality.

Table 106. FIT - Experience Total

	Null Hypothesis	Test	Sig.	Decision
58	The distribution of FIT is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

Table 107. FIT - Experience (Significant Variables)

	Null Hypothesis	Test	Sig.	Decision
30	The distribution of The fit between the job and the respondent's skills is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.009	Reject the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
31	The distribution of The fit between the job and the respondent's experience is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
33	The distribution of The fit between the job and the respondent's training is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.007	Reject the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
35	The distribution of The fit between the job and the respondent's personality is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.029	Reject the null hypothesis.

Table 108. FIT - Experience (Insignificant Variables)

	Null Hypothesis	Test	Sig.	Decision
32	The distribution of The fit between the job and the respondent's education is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.215	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
34	The distribution of The fit between the job and the respondent's attitude is the same across categories of Respondent's years of work experience (ordinal).	Independent-Samples Kruskal-Wallis Test	.056	Retain the null hypothesis.

Table 109. FIT - Experience (Mann-Whitney)

	Z Scores					
	≤10 with 11 ≤n ≤20	≤10 with 21 ≤n ≤30	≤10 with >30	11 ≤n ≤20 with 21 ≤n ≤30	11≤n≤20 with >30	21 ≤n ≤30 with >30
The fit between the job and the respondent's skills	-2.787**	-1.110	-2.224*	-0.636	-1.004	-1.223
The fit between the job and the respondent's experience	-3.884**	-2.666**	-2.777**	-0.154	-0.653	-0.436
The fit between the job and the respondent's training	-3.454**	-1.386	-0.532	-0.950	-1.077	-0.257
The fit between the job and the respondent's personality	-2.196*	-0.603	-2.403*	-0.722	-1.295	-1.530

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (1-tailed).

(3) Respondent's highest completed level of education

As made clear in Table 110, the respondent's perception of his/her fit with the job applied for varies with respect to his/her highest completed level of education. A Kruskal-Wallis test is performed to determine which FIT variables are significant and which are not. Significant variables (Table 111) are the fit between the job and each of the respondent's education and training. Insignificant variables are presented in Table 112. In order to check where exactly those variances emerge from, a Mann-Whitney test was performed (Table 113) from which it can be concluded that:

1- Respondents with a baccalaureate degree or what is equivalent to it (Bacc) have a different opinion than those with a bachelor's degree or equivalent (Bach) and those with a master's degree or what is equivalent to it (MA) with respect to the fit between the job and the respondent's education. Over and above, they have different opinions than those with a doctorate (Doc) with respect to the fit between the job and each of the respondent's education and training.

2- Respondents with a Bach have different opinions than those with an MA with respect to the fit between the job and the respondent's education. Furthermore, they have different opinions than those with a Doc with respect to the fit between the job and each of the respondent's education and training.

3- Respondents with an MA have different opinions than those with a Doc with respect to the fit between the job and the respondent's training.

Table 110. FIT - Education Total

	Null Hypothesis	Test	Sig.	Decision
58	The distribution of FIT is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.024	Reject the null hypothesis

Table 111. FIT - Education (Significant Variables)

	Null Hypothesis	Test	Sig.	Decision
32	The distribution of The fit between the job and the respondent's education is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.000	Reject the null hypothesis

	Null Hypothesis	Test	Sig.	Decision
33	The distribution of The fit between the job and the respondent's training is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.009	Reject the null hypothesis

Table 112. FIT - Education (Insignificant Variables)

	Null Hypothesis	Test	Sig.	Decision
35	The distribution of The fit between the job and the respondent's personality is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.734	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
34	The distribution of The fit between the job and the respondent's attitude is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.719	Retain the null hypothesis.

	Null Hypothesis ⇕	Test ⇕	Sig. ⇕	Decision⇕
31	The distribution of The fit between the job and the respondent's experience is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.170	Retain the null hypothesis.

	Null Hypothesis ⇔	Test ⇔	Sig. ⇔	Decision⇔
30	The distribution of The fit between the job and the respondent's skills is the same across categories of Respondent's highest completed level of education .	Independent-Samples Kruskal-Wallis Test	.164	Retain the null hypothesis.

Table 113. FIT - Education (Mann-Whitney)

	Z Scores					
	Bacc with Bach	Bacc with MA	Bacc with Doc	Bach with MA	Bach with Doc	MA with Doc
The fit between the job and the respondent's education	-2.284*	-3.589**	-3.419**	-2.147**	-2.639**	-1.492
The fit between the job and the respondent's training	-1.157	-1.556	-2.994**	-0.604	-2.585**	-2.095*

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (1-tailed).

(4) Commitment to get the job

The respondent's perception of his/her fit with the job applied for does not significantly vary with his/her degree of commitment to get that job (Table 114). However, a Kruskal-Wallis test was performed to identify significant and insignificant FIT variables. The only significant variable is the fit between the job and the respondent's education (Table115). All remaining FIT variables are deemed as insignificant (Table 116). To disclose the origin(s) of this variance, a Mann-Whitney test was performed (Table 117). Apparently, respondents moderately committed to get the job applied for have a different opinion than those highly committed to get the job with respect to the fit between the job and the respondent's education.

Table 114. FIT - Commitment Total

	Null Hypothesis	Test	Sig.	Decision
58	The distribution of FIT is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.071	Retain the null hypothesis

Table 115. FIT - Commitment (Significant Variables)

	Null Hypothesis	Test	Sig.	Decision
32	The distribution of The fit between the job and the respondent's education is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.005	Reject the null hypothesis.

Table 116. FIT - Commitment (Insignificant Variables)

	Null Hypothesis	Test	Sig.	Decision
35	The distribution of The fit between the job and the respondent's personality is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.237	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
30	The distribution of The fit between the job and the respondent's skills is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.416	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
31	The distribution of The fit between the job and the respondent's experience is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.371	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
33	The distribution of The fit between the job and the respondent's training is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.353	Retain the null hypothesis.

	Null Hypothesis	Test	Sig.	Decision
34	The distribution of The fit between the job and the respondent's attitude is the same across categories of The respondent's degree of commitment to get the job applied for.	Independent-Samples Kruskal-Wallis Test	.221	Retain the null hypothesis.

Table 117. FIT - Commitment (Mann-Whitney)

	Z Score
	The fit between the job and the respondent's education
Moderate with High	-2.118*

*. Correlation is significant at the 0.05 level (1-tailed).

(5) Gender of the respondent

As shown in Table 118, the respondent's perception of his/her fit with the job applied for varies with respect to his/her gender at a 5% level, two-tailed. To discover the origin(s) of this variance, a U-test is performed. Table 119 showcases the significant variables. The sole variable significant at a 1% level, two-tailed is the fit between the job and the respondent's experience. The variables significant at the 5% level, two-tailed are the fits between the job and each of the respondent's skills and training. Insignificant variables are shown in Table 120.

Table 118. FIT - Gender Total

	FIT
Z	-2.513*

*. Correlation is significant at the 0.05 level (1-tailed).

Table 119. FIT - Gender (Significant Variables)

	The fit between the job and the respondent's skills	The fit between the job and the respondent's experience	The fit between the job and the respondent's training
Z	-2.365*	-2.866**	-1.977*

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (1-tailed).

Table 120. FIT - Gender (Insignificant Variables)

	The fit between the job and the respondent's education	The fit between the job and the respondent's attitude	The fit between the job and the respondent's personality
Z	-.986	-.533	-1.285

(6) Situation/context of the last job interview the respondent sat for

The respondent's perception of his/her fit with the job applied for varies with respect to the situation/context of the interview at a 1% level, two-tailed (Table 121). U-test is carried out to determine the source(s) of this variance. Table 122 exposes the significant variables: one significant at 1% level, two-tailed (the fit between the job and the respondent's education) and the other significant at 5% level, tow-tailed (the fit between the job and the respondent's training). Table 123 shows all insignificant variables.

Table 121. FIT - Situation/context Total

	FIT
Z	-2.843**

**. Correlation is significant at the 0.01 level (2-tailed).

Table 122. FIT – Situation/context (Significant Variables)

	The fit between the job and the respondent's education	The fit between the job and the respondent's training
Z	-3.570**	-2.490*

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (1-tailed).

Table 123. FIT – Situation/context (Insignificant Variables)

	The fit between the job and the respondent's skills	The fit between the job and the respondent's experience	The fit between the job and the respondent's attitude	The fit between the job and the respondent's personality
Z	-.955	-1.074	-1.174	-.174

H6: *The respondent's perception of his/her performance during the job interview varies with respect to the actual result of the interview (got/did not get the job).*

There is no significance between the interview result and the respondent's perception of his/her performance during the job interview, as made clear in Table 124. In other words, the respondent's perception of his/her performance does not vary with respect to whether or not he/she got the job.

Table 125 reveals the significant variables, all which are significant at the 5% level, two-tailed. They are the respondent's (1) preparation for the interview, (2) raising of good questions, (3) rapport with the interviewer, and (4) positive interview ending. Insignificant variables are revealed in Tables 126 through 130.

Table 124. IEEPERF - Interview Result Total

	IEEPERF
Z	-.379

Table 125. IEEPER - Interview Result (Significant Variables)

	The respondent's preparation for the interview	The respondent's raising of good questions	The respondent's rapport with the interviewer	The respondent's positive interview ending
Z	-1.997*	-2.010*	-2.224*	-2.353*

*. Correlation is significant at the 0.05 level (1-tailed).

Table 126. IEEPERF - Interview Result (Insignificant Variables) (Part 1)

	The respondent's self-introduction	The respondent's attire	The respondent's grooming	The respondent's use of eye contact	The respondent's use of appropriate body language
Z	-1.600	-.605	-.095	-.833	-1.194

Table 127. IEEPERF - Interview Result (Insignificant Variables) (Part 2)

	The respondent's demonstration of extroversion	The respondent's demonstration of friendliness	The respondent's engagement in making self-image statements	The respondent's engagement in self-promotion	The respondent's engagement in self-praise
Z	-.634	-.447	-.761	-.644	-1.402

Table 128. IEEPERF - Interview Result (Insignificant Variables) (Part 3)

	The respondent's demonstration of cooperation	The respondent's demonstration of flexibility	The respondent's appropriateness in responding to questions	The respondent's ease in handling challenging questions	The respondent's highlighting of his/her strengths
Z	-.251	-.425	-.258	-.126	-.741

Table 129. IEEPERF - Interview Result (Insignificant Variables) (Part 4)

	The respondent's mentioning of his/her weaknesses in a positive manner	The respondent's calm and clear speaking	The respondent's professionalism	The respondent's ability to listen well	The respondent's level of politeness and courteousness
Z	-1.264	-.953	-.927	-.585	-1.655

Table 130. IEEPERF - Interview Result (Insignificant Variables) (Part 5)

	The respondent's clear expression of messages	The respondent saved the best of what he/she has for the last	The respondent started with the best of what he/she has	The respondent's referral to appeal of emotions	The respondent's referral to appeal of logic
Z	-.209	-.549	-1.345	-.945	-1.086

***H7: The respondent's perception of the interviewer's performance during the job interview
varies with respect to the actual result of the interview (got/did not get the job).***

The respondent's perception of the interviewer's performance varies with respect to whether or not
the respondent got the job applied for at a 5% level, two-tailed. Variables significant at the 5% level,
two tailed are the interviewer's (1) providence of enough time for interaction, (2) non-engagement in
bias, (3) degree of professionalism, (4) attentiveness, (5) description of next steps, and (6)
appropriateness in ending the job interview (Table 132). Insignificant variables are revealed in
Tables 133 and 134.

Table 131. IERPERF - Interview Result Total

	IERPERF
Z	-2.271*

*. Correlation is
significant at the 0.05
level (1-tailed).

Table 132. IERPERF - Interview Result (Significant Variables)

	The interviewer gave the respondent enough time to interact with him/her	The interviewer's non-engagement in bias	The interviewer's degree of professionalism	The interviewer's attentiveness	The interviewer's description of the next steps	The interviewer's appropriateness in ending the job interview
Z	-2.261*	-2.077*	-2.268*	-2.552*	-2.514*	-2.049*

*. Correlation is significant at the 0.05 level (1-tailed).

Table 133. IERPERF - Interview Result (Insignificant Variables) (Part 1)

	The interviewer's clarity in stating the tasks and responsibilities pertaining to the job	The interviewer's clarity in communicating the expectations from the employee	The interviewer's clarity in communicating the company's goals and objectives	The interviewer's clarity in stating the job benefits and promotional schema	The interviewer's knowledge about the job position applied for	The interviewer's knowledge about the company
Z	-1.760	-1.339	-.474	-1.699	-1.266	-1.271

Table 134. IERPERF - Interview Result (Insignificant Variables) (Part 2)

	The interviewer's non-engagement in discrimination	The interviewer's demonstration of friendliness	The interviewer's demonstration of interpersonal relationships	The interviewer's responsiveness	The interviewer's allocation of enough time for the interviewee
Z	-1.358	-1.202	-1.331	-1.820	-1.242

H8: *The respondent's perception of his/her fit with the job applied for varies with respect to the actual result of the interview (got/did not get the job).*

The respondent's perception of his/her fit with the job applied for does not vary with respect to whether or not the respondent got that job (Table 135). Performing Mann-Whitney test, no significant variables were discovered. Thus all FIT variables are insignificant (Table 136).

Table 135. FIT - Interview Result Total

	FIT
Z	-.467

FIT – Interview Result (Significant Variables)

No significant results

Table 136. FIT – Interview Result (Insignificant Variables)

	The fit between the job and the respondent's skills	The fit between the job and the respondent's experience	The fit between the job and the respondent's education	The fit between the job and the respondent's training	The fit between the job and the respondent's attitude	The fit between the job and the respondent's personality
Z	-.311	-.827	-.297	-.881	-.459	-.393

4.4. Conclusions

This chapter provided the analysis framework and the execution of the statistical summary of the findings. The following chapter, and the final one, provides a summary of the findings, states the validity and reliability of the research and the limitations faced upon conducting it, and reveals research implications and possible future academic work.

Chapter 5
The Conclusions

5.1. Introduction

This concluding chapter rehashes the purpose of the study, exhibits its major findings, and delineates its state of reliability and validity. Then, it announces the recognized limitations of the research, explains their nature, justifies the choices made, and suggests how to overcome such limitations in the future. Finally, it states the theoretical and professional implications set by the research and suggests possible future research.

This study attempts to investigate the perceived impact communication has on job prospects in Lebanon from a multidimensional perspective. First, it attempts to examine the potential relationship between the interviewees' perceptions of themselves, their fit with the job applied for, and the job interviewers, on one hand, and some demographic variables, on the other hand. Moreover, it studies the relationship between the three aforementioned perceptions and the actual result of the interview (got/did not get the job). Second, it attempts to study the interviewers' perception of the interviewees through a different lens in order to see the interview from a different perspective, the interviewers'.

5.2. Summary of the findings

Each of the tables 137 through 144 reiterates one of the eight hypotheses, announces the test(s) used in analyzing it, and states the findings emerged from its analysis.

Table 137. Findings from H1

H1	There is a significant linear relationship between some demographic variables - particularly the respondent's (1) age, (2) years of work experience, (3) highest completed level of education, and (4) degree of commitment to get the job applied for – and the respondent's perception of his/her own performance during the job interview.
Test	Spearman's Rho Test (Correlation)
Findings	• There are five significant linear positive relationships between each of the respondent's (1) self-introduction, (2) preparation for the interview, (3) attire, (4) grooming, and (5) use of eye contact, on one hand, and the respondent's highest completed level of education, on the other hand. • There are three strong positive linear associations between each of the respondent's (1)

preparation for the interview, (2) attire, and (3) use of eye contact, on one hand, and the respondent's degree of commitment to get the job applied for, on the other hand.

- There are two significant positive relationships between each of the respondent's (1) engagement in making self-image statements and (2) engagement in self-promotion, on one hand, and the respondent's age, on the other hand.

- There are two significant positive linear associations between each of the respondent's (1) engagement in making self-image statements and (2) engagement in self-promotion, on one hand, and his/her years of work experience, on the other hand.

- There is a strong positive linear relationship between the respondent's demonstration of appropriate body language and his/her highest completed level of education.

- There are three strong positive linear relationships between each of the respondent's (1) engagement in self-praise, (2) demonstration of flexibility, and (3) raising of good questions, on one hand, and the respondent's age, on the other hand.

- There are two significant positive relationships between each of the respondent's (1) demonstration of flexibility and (2) raising of good questions, on one hand, and the respondent's years of work experience, on the other hand.

- There is one strong negative linear association between the respondent's engagement in self-praise and his/her highest completed level of education.

- There is a significant positive linear relationship between the respondent's ease in handling challenging questions and his/her age.

- There is a strong positive linear association between the respondent's ease in handling challenging questions and the respondent's years of work experience.

- There are two significant positive linear relations between each of the respondent's (1) calm and clear speaking and (2) professionalism, on one hand, and the respondent's highest completed level of education, on the other hand.

- There are two significant positive linear relationships between each of the respondent's (1) highlighting of his/her strengths and (2) calm and clear speaking, on one hand, and his/her degree of commitment to get the job applied for, on the other hand.

- There are four strong positive linear associations between each of the respondent's (1) ability to listen well, (2) rapport with the interviewer, (3) positive ending of the interview, and (4) clear expression of messages, on one hand, and the respondent's degree of commitment to get the job applied for, on the other hand.

- There is a strong positive linear relationship between the respondent's referral to appeal of logic and his/her age.

- There is a strong negative linear association between the respondent's commencement of the interview with the best of what he/she has (primacy) and his/her years of work experience.

- There are two strong negative linear relationships between each of the respondent's (1) saving of the best of what he/she has for the last (recency) and (2) his/her referral to appeal of emotions, on one hand, and his/her highest completed level of education, on the other hand.

- There is a significant positive linear association between the respondent's referral to appeal of logic and his/her highest completed level of education.

Table 138. Findings from H2

H2	There is a significant linear relationship between some demographic variables – particularly the respondent's (1) age, (2) years of work experience, (3) highest completed level of education, and (4) degree of commitment to get the job applied for – and the respondent's evaluation of the interviewer's performance during the job interview.
Test	Spearman's Rho Test (Correlation)
Findings	• There are three significant positive linear relationships between each of the following variables upon which the respondent evaluates the interviewer [the interviewer's (1) clarity in stating the tasks and responsibilities pertaining to the job, (2) clarity in communicating the expectations from the employees, and (3) clarity in stating the job benefits and promotional schema], on one hand, and the respondent's age, on the other hand. • There are four strong positive linear associations between each of the following variables upon which the respondent evaluated the interviewer [the interviewer's (1) clarity in stating the tasks and responsibilities pertaining to the job, (2) clarity in communicating the expectations from the employee, (3) clarity in stating the job benefits and promotional schema, and (4) providence of the respondent with enough time to interact], on one hand, and the respondent's years of work experience on the other hand. • There are two significant linear positive relationships between each of the following variables upon which the respondent evaluates the interviewer [the interviewer's (1) clarity in communicating the expectations from the employee and (2) clarity in communicating the company's goals and objectives], on one hand, and the respondent's degree of commitment to get the job applied for, on the other hand. • There are two strong linear associations between each of the following variables upon which the respondent evaluates the interviewer [the interviewer's (1) knowledge about the job applied for and (2) knowledge about the company], on one hand, and the respondent's degree of commitment to get the job applied for, on the other hand. • There are three significant linear relationships between each of the following variables upon which the respondent evaluates the interviewer [the interviewer's (1) demonstration of interpersonal relationships, (2) degree of professionalism, and (3) attentiveness], on one hand, and the respondents' age, on the other hand. • There are four strong linear positive relationships between each of the variables upon which the respondent evaluates the interviewer [the interviewer's (1) demonstration of interpersonal relationships, (2) degree of professionalism, (3) attentiveness, and (4) allocation of enough time for the interviewee], on one hand, and the respondent's years of work experience, on the other hand. • There are two significant positive linear associations between each of the following variables upon which the respondent evaluates the interviewer [the interviewer's (1) attentiveness, and (2) providence of enough time for interaction] on one hand, and the respondent's degree of commitment to get the job applied for, on the other hand. • There are two significant linear relationships between the following variables upon which the respondent evaluates the performance of the interviewer [the interviewer's (1) description of the next steps and (2) appropriateness in ending the job interview] on one hand, and the respondent's age, on the other hand. • There are two strong positive linear associations between each of the aforementioned variables, on one hand, and the respondent's degree of commitment to get the job, on the other hand.

Table 139. Findings from H3

H3	The respondent's perception of his/her own performance varies with respect to some demographic variables – particularly the respondent's (1) age, (2) years of work experience, (3) highest completed level of education, (4) degree of commitment to get the job applied for, (5) gender, and (6) the situation/context of the interview.
Tests	Kruskal Wallis Test & Mann-Whitney (U-test)
Findings	• The respondent's perception of his/her own performance varies with respect to his/her age, degree of commitment to get the job applied for, and gender. • The respondent's perception of his/her performance during the job interview does not vary with respect to his/her years of work experience, his/her highest completed level of education or the situation/context of the job interview. • Respondents belonging to different brackets of years of work experience have different opinions regarding their engagement in making self-image statements, engagement in self-promotion, engagement in self-praise, rapport with the interviewer, commencement with the best of what they have, and referral to appeal of logic. • Respondents having different highest completed levels of education have different opinions regarding their attire, grooming, engagement in self-praise, professionalism, commencement with the best of what they have, and referral to appeal of emotions. • Respondents with different degrees of commitment to get the job applied for have different opinions regarding their preparation for the interview, ease in handling challenging questions, highlighting of their strengths, mentioning of their weaknesses in a positive manner, calm and clear speaking, and rapport with the interviewer.

Table 140. Findings from H4

H4	The respondent's perception of the interviewer's performance during the job interview varies with respect to some demographic variables – particularly the respondent's (1) age, (2) years of work experience, (3) highest completed level of education, (4) degree of commitment to get the job applied for, (5) gender, and (6) the situation/context of the interview.
Tests	Kruskal Wallis Test & Mann-Whitney (U-test)
Findings	• The respondent's perception of the interviewer's performance during the job interview varies with respect to the respondent's degree of commitment to get the job applied for and his/her gender. • The respondent's perception of the interviewer's performance during the job interview does not vary with respect to the respondent's age, years of work experience, highest completed level of education, or the situation/context of the job interview the respondent sat for. • Respondents with different highest completed levels of education have different opinions regarding the interviewer's responsiveness, degree of professionalism, attentiveness, and allocation of enough time for the interviewee. • Respondents with different degrees of commitment to get the jobs applied for have different opinions regarding the interviewer's clarity in communicating the expectations from the employee, clarity in communicating the company's goals and objectives, knowledge about the job position applied for, knowledge about the company, attentiveness, and providence of enough time for interaction.

Table 141. Findings from H5

H5	The respondent's perception of his/her fit with the job applied for varies with respect to some demographic variables – particularly the respondent's (1) age, (2) years of work experience, (3) highest completed level of education, (4) degree of commitment to get the job applied for, (5) gender, and (6) the situation/context of the interview.
Tests	Kruskal Wallis Test & Mann-Whitney (U-test)
Findings	• The respondent's perception of his/her fit with the job applied for does not vary with respect to his/her commitment to get that job. • The respondent's perception of his/her fit with the job applied for varies with respect to his/her age, years of work experience, highest completed level of education, and gender, and the situation/context of the job interview he/she sat for. • Respondents belonging to different brackets of years of work experience have different opinions regarding the fits between the jobs and their skills, experiences, trainings, and personalities. • Respondents with different highest completed levels of education have different opinions regarding the fits between the job and their education and trainings. • Respondents with different degrees of commitment to get the job applied for have different opinions regarding the fit between the job and their education.

Table 142. Findings from H6

H6	The respondent's perception of his/her performance during the job interview varies with respect to the actual result of the interview (got/did not get the job).
Test	Mann-Whitney (U-test)
Finding	The respondent's perception of his/her performance does not vary with respect to whether or not he/she got the job applied for.

Table 143.Findings from H7

H7	The respondent's perception of the interviewer's performance during the job interview varies with respect to the actual result of the interview (got/did not get the job).
Test	Mann-Whitney (U-test)
Finding	The respondent's perception of the interviewer's performance varies with respect to whether or not he/she got the job applied for.

Table 144. Findings from H8

H8	The respondent's perception of his/her fit with the job applied for varies with respect to the actual result of the interview (got/did not get the job).
Test	Mann-Whitney (U-test
Finding	The respondent's perception of his/her fit with the job applied for does not vary with respect to whether or not he/she got that job.

5.3. Reliability, Validity, and Limitations of the Research

The following section discusses the reliability, validity (construct and external), and limitations of this research.

5.3.1. Reliability

Reliability refers to the extent to which a scale reproduces consistent results if repeated measurements are made. The most common method of evaluating reliability of a research is the use of coefficient alpha, particularly Cronbach's alpha test, which is a coefficient of internal consistency (i.e. it measures the degree of internal consistency and homogeneity between the variables used for measurement). A result of 94% is rendered upon the conduction of Cronbach's alpha test for this research. According to Nunnally and Bernstein (1994), for a social science research to be reliable reliability estimates should be at least 70%. Hence the measurements in this research are highly consistent.

5.3.2. Validity

Since a reliable instrument may not necessarily be valid, validity of this research is tested. Validity is "the extent to which [a test] measures what it claims to measure" (Gregory, 1992, p.117). Among the many types of validity are external and construct validity (Campbell and Stanley, 1966).

5.3.2.1. Construct Validity

The construct validity of a measure "is directly concerned with the theoretical relationship of a variable (e.g. a score on some scale) to other variables. It is the extent to which a measure 'behaves' the way that the construct it purports to measure should behave with regard to established measures of other constructs" (DeVellis, 1991, p.64). As made evident from Table 2, Table 3, and Figure 3, all interview questions and questionnaire variables are derived from the conceptual framework, which in turn is formulated from the theories guarding this research. Similarly, all hypotheses were drawn from those theories. Therefore, this research has robust construct validity.

5.3.2.2. External Validity

External validity is the extent to which a study's results can be generalized or extended to either other studies that include other persons, places, and/or times, or to the entire population of the research in hand. Thus, synonymous to external validity is generalizability. With respect to the interview, 16 of the main players in the market were identified to gauge their opinions about the

topic of the research. On the other hand, with respect to the questionnaire, 135 responses were collected from job interviewees in an attempt to discover their perceptions of each of their performance during job interviews, the interviewers' performance during job interviews, and their fits with the jobs applied for. Responses were diversified on the basis of respondent's age, years of work experience, highest completed level of education, gender, and degree of commitment to get the job applied for. Diversification also existed with regards to the situation/context of the job interviews sat for and the end result (got/did not get the job) of the job interview. Therefore, this research has good external validity since both data collection tools sufficiently and adequately covered the job interviewers and job interviewees in the Lebanese market. That is, the findings can be generalized among the Lebanese market.

5.3.3. Limitations

Along the conduction of this research, a few limitations have been encountered, some with bigger magnitudes and greater potential impact on the quality of findings and on the ability to efficiently answer the research questions than the others.

5.3.3.1 Announcement and Reflection on the Limitations

The limitations faced upon the conduction of the thesis are:

1- Accessibility limitation: poor accessibility to the region of study due to (1) the fact that human resources is relatively newly introduced to Lebanon and to (2) the unprofessionalism of a big number of human resources departments in companies operating in Lebanon (even international ones).

2- Time limitation: the research had to be conducted from A to Z in four months.

3- Responses limitation: there is a chance of being lead to false analysis due to wrongful or inaccurate replies to questions included in the questionnaire for any (or a combination) of the following reasons: (1) misunderstanding of questions, (2) indifference and negligence when replying to questions, and (3) dishonesty with replies.

4- Bias limitation: interview respondents (job interviewers) may have given biased answers in an attempt to give out the best impression of the organization they represent.

5- Location limitation: most interviewed companies are located in Greater Beirut. Further expansion at the level of governorates in an attempt to cover Lebanon as a whole wasn't plausible due to time constraints and centralization of most organizations and firms in Beirut.

5.3.3.2. Forward-Looking at Limitations:

Some of the limitations mentioned above can be combated for future research as follows:

1- Plan significant time for the research.

2- Limit the study to banks and/or insurance companies because in Lebanon those two industries are the most transparent, cooperative, academic, and professional of all.

3- Contact the target sample to obtain a greater depth of information and a larger number of questionnaire respondents.

5.4. Research Implications

The following section lays down this research's implications: theoretical and professional.

5.4.1. Theoretical Implication

This research has extended the theoretical debate about the role of communication in job prospects in Lebanon. Moreover, it tested the three theories governing it (persuasive communication theory, heuristic-systematic processing theory, and halo effect theory) in a new environment, the Lebanese market of job interviewees and job interviewers. In attempt to do so, this research utilized multiple methodologies - particularly semi-structured interviews conducted with 16 HR professionals and questionnaires responded to by 135 job interviewees – this validates the results.

5.4.2. Professional Implication

In addition to theoretical implications, the research findings of this study also have professional implications for HR policy makers and professionals, job interviewees and interviewers, and companies operating in Lebanon, in general. This research attempts to contribute to the satisfaction of both job interviewees and job interviewers with job interviews by informing each party of what type of communication works for the other party, by that companies ensure right people are hired for right job positions and job applicants better their chances of getting the job they are applying for. From the analysis of the interviews conducted and the questionnaires collected, training materials were prepared for job interviewees and job interviewers (Appendices 6 and 7).

5.5. Potential Future Research

Much research remains to be done on the topic of communication and job prospects. For one, some future work could offer additional variables and/or values to broaden the baseline analysis of how job interviewees perceive (1) their performance during job interviews, (2) their fits with the jobs applied for, and (3) the job interviewers' performances, on one hand, and how job interviewers perceive job interviewees, on the other hand. Moreover, a follow-up project could address a number of reasons behind the linear relationships and/or the differences in opinions disclosed in this research. Even more, this research could be broadened to include several other Middle Eastern, Mediterranean, or developing countries.

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APPENDICES

Appendix 1: Interview Plan

1. Name of the organization
2. Name of the interviewee
3. Job position of the interviewee
4. Years of work experience in the company
5. Educational background
6. What are the steps leading to the job interview?
7. Would you please describe a typical job interview you conduct?
8. What are some positive aspects in a job interviewee?
9. What are some negative aspects in a job interviewee?
10. With which attitude do you usually approach job candidates?
11. Which persuades you more, appeal of logic or appeal of emotions?
12. Are the interviews you conduct formal or informal in nature?
13. Are there specific questions an interviewee might ask and by that impress you?
14. What are the questions an applicant mustn't ask?
15. What aspects might immediately drop a job interviewee's chances of getting hired/drop your interest in the job interviewee?
16. How important is first impression when evaluating an applicant?
17. Which information stick in your head the most, information presented to you by the job interviewee at the beginning of the interview (primacy) or ones presented at the end of it (recency)?
18. Do you purposively resist persuasion?
19. When short on time, what changes occur to the recruitment/selection process?
20. If a job applicant reminded you of someone who has left a positive/negative impression on you, will that positively/negatively affect his/her chances of getting the job?
21. If the job applicant represents a typical case (i.e. a man with tattoos, piercings, gage...), will that affect your hiring decision?
22. When short on time, do you heavily rely on one piece of information (mentioned in the CV or given by him during the interview, ex: name of institution he graduated from, current residence...) when you HAVE to fill a job vacancy?
23. If an applicant is referred to you by someone, will your relationship or thoughts of the referee affect your evaluation of the applicant?

Appendix 2: List of Companies

Table 145. List of companies (in alphabetical order)

Company Name	Company Type
ADMIC	Commerce
Bycop S.A.L.	Manufacturing
CCL Int.	Service
Credit Libanais	Commerce
Debbane Saikali Group	Agriculture
Diageo	Commerce
Fattal	Commerce
Gardenia Grain D'Or	Manufacturing
Group Med Services S.A.L.	Service
Hôpital Libano-Français	Service
LBC Group	Service
Librairie du Liban Publishers	Commerce
Ministry of Food S.A.L.	Commerce
Phoenicia Intercontinental Hotel	Service
Rim Natural Spring Mineral Water S.A.L.	Manufacturing
Zuhair Murad	Commerce

Appendix 3: Interviewed Companies' Profiles

- **ADMIC** (Source: www.admic.com.lb)

Incorporated in 1996 as a Lebanese shareholding company based in Beirut, ADMIC sal is one of the leading and fastest growing multi-format retail operators in Lebanon. ADMIC holds the master franchise for Galeries Lafayette, BHV and Monoprix.

Galereis Lafayette (Dubai): Established in 2009, Galeries Lafayette is a department store that differentiates itself from all other department stores by offering a French vision of a stylish lifestyle. This lifestyle expresses itself mainly through its unique French vision of fashion but also with home decoration and Gourmet, it offers a new perspective on food. With a total area of 215,000 square feet, Galeries Lafayette's massive, three-storey shop at the Dubai Mall keeps the French fashion spirit truly alive in the shopping capital of the Middle East. Plenty of space to make shopping a breeze, modern and chic interior design, and a countless array of the most fashionable labels under one roof makes a visit to Galeries Lafayette an unforgettable experience. (www.galerieslafayette-dubai.com)

BHV (Lebanon): In 1999, BHV opened its first store in Jnah, Beirut. This full line department store carries more than 70,000 items and offers a wide range of better to moderate brand names and private-label products; clothing, cosmetics, fine jewelry and accessories; home furnishings and decoration items including do-it-yourself, house wares, domestic appliances, small electric appliances and gardening; toys, multimedia, TV Hifi, a variety of entertainment products. ADMIC merchandising strategy is directed at offering and promoting moderate to upper-moderately priced brand-name merchandise recognized by its customers for style and value. Brand-name merchandise is complemented with offerings of private label and other higher and budget-priced merchandise. (www.bhv.com.lb)

Monoprix (Lebanon): Monoprix is a leading French multi-format retailer, distributor of a range of products, including food, nonfood, beauty section, clothing and household goods. The first store opened in June 1999. Apart from being located in the Greater Beirut metropolitan area, the road networks around the site made it very accessible from inside and outside the city. Monoprix became the most successful supermarket in Lebanon during the last decade.
In 2011 our customers experienced the comeback of a brand new Monoprix in Jnah with a total new glamorous look and cozy fresh concepts. The new Monoprix concept focuses on bringing fresh products daily to customers in a market like atmosphere. In addition to the large variety of products with 16,000 grocery items, it includes specialty products in the fresh meat poultry and fish, dry groceries, dairy products, bakery, fresh fruits and vegetables, frozen and gourmet foods,

as well as many non-food items, such as sanitary and hygiene products, health and beauty aid. In 2012 Monoprix opened a new branch in Zouk Mosbeh -Town Center Mall. To bring Monoprix's products closer to you, we launched Monop, small shops of 150 to 500 m2 located in urban areas.Monop' is the little Monoprix that has everything. So far 7 Monop' stores opened in Lebanon and several more yet to come. Monoprix Branches: Jnah – Zouk Mosbeh. Monop' Branches: Furn el Hayek – Sassine – Pasteur – Leon– Raouche – Geitawi – Naccache (www.monoprix.com.lb)
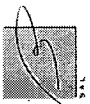
- B Y C O P (Source: www.bycop.com)

With a prevailing goal defined as sustaining trust, customer satisfaction and quality at peak point, Bycop s.a.l. was established since 1978.

Our entrepreneurial accomplishments and excellent reputation enabled us to mark our signature in the home textile industry as a leading manufacturer, importer, exporter and distributor of various kinds of household linen products in Lebanon, the Middle East and Europe. To ensure that our customer's needs and expectations are satisfied and fulfilled, we constantly focus on the evolution of processes, maximum efficiency of production, in addition to product customization, that are highly contributing to the expansion of our market share worldwide.

Our brands include: Cannon, Fieldcrest, Waverly, and Charisma.

- (Source: www.cclint.com)

Since it was established in 1935, CCL has become one of the world's leading prestressed concrete engineering specialists. Pioneering the use of post-tensioned slabs within buildings in many markets, the company is now the largest provider of prestressing solutions in building structures. Thousands of square meters of CCL slabs are installed every day around the world. The company's scope of work also includes post-tensioning for civil structures, repair and strengthening services, pre-tensioning systems and the supply and installation of bridge bearings.

Based in Leeds, UK, where the company's advanced manufacturing facilities are located, CCL employs more than 430 people worldwide and has subsidiaries in Europe, Africa, North and South America, the Gulf and the Middle East, and representation in many other areas including the Far East and Australia.

CCL is an independently owned, private company, which operates a fully integrated supply chain through its own group companies to ensure optimum quality from project conception to construction and beyond. All CCL companies and licensees have access to group engineering, construction and supply businesses to enable them to provide the best possible solutions suited to their local market.

Some of the company's projects: Wimbledon Center Court (London, UK), King Road Tower (Jeddah, KSA), Wakefield Metropolitan District Council Offices (UK), St. Regis Hotel and Residential Towers (Doha, Qatar), Leeds University Energy Research Building, and Index Tower (Dubai, UAE).

- الاعتماد اللبناني
  CREDIT LIBANAIS (Source: www.creditlibanais.com.lb)

Credit Libanais SAL, which aims to meet the needs of each customer throughout its lifecycle, operates as a global provider providing a full range of banking products and services channeled through an extensive network of 67 branches, an Islamic banking, a financial institution, a leasing and an insurance company subsidiaries in Lebanon, full-fledged branches in Limassol, Cyprus; Manama, Bahrain, Irbil and Baghdad, Iraq, and a Representative Office in Montreal, Canada as well as a banking subsidiary in Senegal, which paves the way for expansion in all eight states of the economic zone of West Africa. The Bank also is a pioneer in the field of e-banking and reaps the benefits of a large network of international correspondents around the globe.

Credit Libanais was established in July 12, 1961, as a Lebanese joint stock company. The Bank's ownership is split between EFG HERMES CL HOLDING SAL controlling 63.74% of the share capital and CIH BAHRAIN INTERNATIONAL HOLDING SAL with a 23.52% stake .The remaining 12.74% is owned by over 1,000 individual shareholders, including mainly executives and employees of the Bank, each with less than 5%. The Bank offers its customers specialized financial products and services, through its activities and those of its numerous subsidiaries, a wide array of products and services, including retail, corporate, investment and Islamic banking, leasing, micro-finance, insurance as well as Small and Medium Enterprises (SMEs) funding. The Bank is a pioneer in e-banking services, operating a wide network of ATMs and POS, an advanced Call Centre and internet banking services that allow customers easily and securely access the Bank, wherever they may be in the global village.

The Bank is a pioneer in the field of innovative technological services, including Internet banking, Customer Service Center, Phone banking, and Mobile banking. This strategy is in line with our customer focus policy which aims at providing customers with convenient access to the Bank from the privacy and comfort of their homes or offices.

Credit Libanais also furnishes quality standards in capital markets and private banking products and instruments, traded on both domestic and international markets. The Bank is an active participant in the co-management of all sovereign Eurobonds issues and is considered a major market maker on the Lebanese fixed income securities market.

Credit Libanais has strategic cooperative partnerships with:

- numerous international bodies
- the Arab Trade Financing Program (ATFP)
- the Inter Arab Investment Guarantee Corporation (IAIGC)
- the Islamic Corporation for the Insurance of Investments and Export Credit (ICIIEC)
- the European Investment Bank (EIB)
- the Saudi Development Program (SDP)
- the International Finance Corporation (IFC)

To offer you a professional edge, Credit Libanais also teams with Kafalat sal to provide competitive financing schemes for Small and Medium Enterprises operating in the industrial, tourism, agricultural, technological and traditional crafts sectors. In addition to all this, the Bank has an alliance with Berytech, Lebanon's leading incubator, in an endeavor to promote, develop and maintain venture capital operations (mainly start-ups) in Lebanon.

- **DEBBANE SAIKALI GROUP** (Source: www.debbanegroup.com)

In 1952, Georges Debbane established an agricultural company in Saida, Southern Lebanon: Debbane Freres sal. This company was the corner stone of what is now Debbane Group. His eldest son, Raphael Debbane along with his four brothers and brother in law, with their vision, dynamism and ambition broadened and developed the family owned business into a professional and contemporary group: Debbane Group while maintaining the precious family ethics and spirit that prevails in our companies.

The group currently counts 23 companies active in various fields of business and covering many international markets.

Debbane Group strives to maintain a leading position, in its various fields of activities, through offering the most professional and reliable services and products.

The key of our success is the mutual trust relationships Debbane has built over half a century with its various partners: suppliers, customers and employees.

Main Sectors activities of Debbane Group

- Agriculture
- Horticulture and landscaping
- Construction Chemicals & Industrial Insulation
- Enterprise Content Management & Web Applications.
- Telecommunication & Wireless Data Transmission

Geographical presence: Middle East, Gulf, Africa and USA

Debbane Group employs   over 1,000 persons

- **DIAGEO** (Source: www.diageo.com)

Diageo is the world's leading premium drinks business with an outstanding collection of beverage alcohol brands across spirits, beer and wine. These brands include Johnnie Walker, Crown Royal, J&B, Windsor, Buchanan's and Bushmills whiskies, Smirnoff, Ciroc and Ketel One vodkas, Baileys, Captain Morgan, Tanqueray and Guinness.

Many of our brands have been around for generations, while some have been developed more recently to meet new consumer tastes and experiences. Our great range of brands and geographic spread means that people can celebrate with our products at every occasion no matter where they are in the world. This is why 'celebrating life every day, everywhere' is at the core of what we do.

Trading in approximately 180 countries, we employ over 28,000 talented people around the world. With offices in 80 countries, we also have manufacturing facilities across the globe including Great Britain, Ireland, United States, Canada, Spain, Italy, Africa, Latin America, Australia, India and the Caribbean. And the people who work for us across these markets really care for the legacy of each of our brands. We want them to be enjoyed by consumers for generations to come, which means we also take our role as a producer of alcohol very seriously. Diageo is at the forefront of industry efforts to promote responsible drinking.

- **Fattal** (Source: www.fattal.com.lb)

Founded in 1897, Fattal Group Headquarters is in Beirut, Lebanon. Fattal Group provides comprehensive distribution solutions supported by a solid infrastructure, a prerequisite for effective market coverage. The Group handles a large product portfolio covering the following categories: food and beverage, home and personal care, pharmaceuticals, medical and office equipment, perfumes and cosmetics, jewelry, tobacco, electronics and home appliances. Operating in Lebanon, Iraq, Jordan, UAE, Algeria, Egypt and Libya, Fattal Group is a gateway

to reaching millions of consumers in the MENA region. Fattal's other businesses include insurance (Assurex), customer experience (Teleperformance), and manufacturing.

- (Source: www.gardeniaspices.com.)

The Lebanese Company for Modern Food Industry s.a.r.l. is one of the region's largest and most well-known producers and distributors of premium quality, branded and private label food. The company's premium products are marketed under the Gardenia Grain D'Or brand name. Family owned and privately held, the Lebanese Company of Modern Food Industry is headquartered in Zahleh, Lebanon, in the heart of the Bekaa valley and serves markets in more than 50 countries worldwide through agents and distributors.

Gardenia Grain D'Or is a trademark of the Lebanese Company for Modern Food Industry s.a.r.l. It was initiated in 1989 with the aim to satisfy the increasing demand in the Lebanese market for spices, grains, pickles, and extra virgin olive oil . The brand also tried to keep the traditional ingredients/meals of Lebanon, such as Bulgur, Frikeh, Zaatar, Meghli, Sahlab and Mohallabieh, at the reach of the large Lebanese diaspora all over the world.

Since then, the brand's portfolio has developed and added vinegars, instant Lebanese mixtures, canned food and ready-to-eat meals. All the products are ISO 22000 certified for Food Safety Management and FDA approved. Nowadays, Gardenia Grain D'Or is considered to be one of the Middle East's leading packaged food brands with a strong presence in the market for consumer grocery, as well as in restaurants and food service establishments.

The Lebanese company for Modern Food Industry employs approximately 200 employees and has four factories in Lebanon. Throughout the year, the company participates in many international fairs under its brand name Gardenia grain D'Or, the most important being ANUGA (Germany), SIAL (France), FANCY FOOD SHOW (USA), Gulfood (UAE) and HORECA (Lebanon). Through these events, the company seeks new markets and stays up-to-date with the latest technologies and trends in the food industry, but above all, it aims to restore international confidence and interest in Lebanese products and to reposition Lebanon as one of the leading producers and exporters of food ingredients worldwide.

LBC

The Lebanese Broadcasting Company first went on air on August 23rd, 1985 for 6-8 hours a day. Social show "Lakta aal Hawa", variety show "Best Tonight", social magazine "Ousbouiyat," and education program show "Lebnan el Dayem," marked its early productions.

With the outbreak of the gulf war in the early nineties, LBC started broadcasting for 24 hours a day. In 1991, LBC CEO and Chairman of Pierre El Daher, became the owner of LBCI and turned it into a full-fledged media corporation with the name of LBCI (Lebanese Broadcasting Corporation International). LBCI was the first to launch a quiz show "Btekhsar Eza Ma Btelaab," an interactive TV show in Lebanon, and a dubbed Mexican series in the Middle East "Anta Aw La Ahad".

In the year of 1994, LBCI began partnering with international media companies, such as France 2, creating a series of productions with international companies on Lebanon. "Kalam al Nass", a political talk-show hosted by Marcel Ghanem was launched in April 1995. It became a staple of the Lebanese media scene by hosting some prominent politicians and moderating some of the most intriguing debates. LBCI also launched in April of that year the first social talk show in Lebanon "El Chater Yehki," and it added political cartoons by Pierre Sadek to its news bulletin.

LBCSAT, the first free-to-air satellite channel in the Middle East was launched in April 1996 allowing the station to reach Arab and Lebanese viewers spread across the world. Starting year 1998, LBCI followed Lebanese basketball team Sagesse, in its national and international championship games; thus, bringing Lebanese basketball to the forefront of Lebanese sports.

In 2002, LBC Group entered a joint venture with Al-Hayat, a leading London-Based Saudi newspaper thus combining Al-Hayat's 40-field offices worldwide with LBCSAT media platform. This merger landed LBCI at number 14 in Forbes' 2006 ranking of Top Arab brands.

LBCI ventured into Reality TV, again a first for Lebanon and the Middle East, with "Miss Lebanon 2003". That same years, LBCI acquired the rights to numerous international shows, including Star Academy. It quickly turned the reality talent show into an astounding success by perfecting every facet and detail. Star Academy, subsequently, lead to LBCI launching Nagham-Star Academy, the first 24-hour channel dedicated to reality TV in the Middle East.

Four years later, LBCSAT merged with Rotana in August amalgamating LBCSAT, Rotana and its subsidiary channels into one entity. LBCI production house PAC ltd was created to become an in-house laboratory where LBCI could develop novel ways for production. Today, PAC draws in Arab TV channels wishing to utilize the technologically advanced facilities to produce their own shows.

In 2011, LBCI's Chairman & CEO Pierre El Daher took another unprecedented move when he ended Tobacco Company advertising on the channel. LBCI currently enjoys the highest viewership rates in Lebanon.

Librairie du Liban *Publishers*

مَكْتَبَة لِبْنَانٍ نَاشِرُونَ (Source: www.ldlp.com)

Librairie du Liban was founded in 1944 by Messrs Khalil and Georges Sayegh. Our company has established itself over the last years as the major Arab World publisher with local companies in Lebanon, Syria, Jordan, Sudan, UAE and Egypt with the rest of the Arab World market covered from our Head Office.

We have wide experience in creating books throughout our operation to international standards of authorship, editorial content and design. The key to such success is a high level of efficiency, coupled with speed and low overhead costs in the preparation of books and related products.

MINISTRY OF FOOD SAL (Source: www.mof.com.lb)

Ministry of Food is a restaurant management company that owns and operates Classic Burger Joint (www.classicburgerjoint.com), New York Hot Dog (www.nyhd.me), and Tomatomatic (www.tomatomatic.com).

PHOENICIA BEIRUT (Source: www.phoeniciabeirut.com and www.ihg.com)

The Phoenicia Hotel was a dream for Najib Salha – a prominent Lebanese businessman – who in the year 1953, during Lebanon's Golden Era, envisioned to build a world class hotel on the shores of Beirut. With a group of investors, Mr. Salha founded "La Société des Grands Hotels du Liban" and invited leading American architect Edward Durell Stone to fulfill this dream.

Eight years later, in December 1961, the Phoenicia InterContinental opened its doors!

Combining a unique elegant exterior with a fabulous majestic interior, the hotel became in the blink of an eye, a reference in the world of hospitality: 446 luxurious rooms and suites, a wide choice of restaurants, shops and two swimming pools, indoor and outdoor, made the Phoenicia everybody's elite destination. Its reputation for class and luxurious living echoed around the globe.

Kings, queens, world leaders, celebrities, businessmen and the jet set alike, made Phoenicia Hotel their home away from home, contributing to the country's golden age, an upswing period during which Lebanon was known as the "Switzerland of the Middle East".
In the mid 90's, Mazen and Marwan Salha, Chairman and Member of the Board of Directors of "La Société des Grands Hotels du Liban" respectively, decided to rebuild Beirut's gracious "Grande Dame".

The hotel reopened its doors in March 2000. Again attracting the rich and famous from the world over, Phoenicia effortlessly retook its position as the region's top-notch hotel.
Beirut is once again the destination of choice for world travellers. Hotels in the city have seen an exciting burst of activity over the past few years. New hotels with international standards have blossomed throughout, much to the satisfaction of selective tourists and business people. With higher expectations and rising competition, the world famous Phoenicia Hotel has remained a bastion of the city, a landmark for locals and visitors, thanks to its iconic heritage and endless dedication in defining the hotel scene
in the region.

As Beirut's most sought after hotel, the Phoenicia constantly strives to raise the standards when it comes to fulfilling the sophisticated tastes of today's more demanding clientele. In this essence, and to enhance the genuine experience connoisseurs expect to live, the Phoenicia Hotel is undergoing a series of awe-inspiring improvements that will characterize the hotel for the coming years.

Internationally renowned designers, Martin Hulbert of Fox Linton, Inge Moore and Summer Williams are evolving the design characteristics of the Phoenicia while maintaining its cultural and artistic heritage. Every room, restaurant, lobby, suite and banquet hall will be transformed into fabulous spaces of elegance and grandeur.

With every change, new expectations will be formed. With each unveiling, new memories will be created. With each transformation, new opportunities will take shape. The Phoenicia Hotel will continue making history, and will keep its place as Lebanon's foremost hotel.

 (Source: www.rimwater.com)

Mount Sannine is a series of Mountains that makes one of the serial mountains overlooking the wide Bekaa valley. The breathtaking and wonder of Mount Sannine rising at 2628 m.a.s.l, immediately strikes the visitor.

Mount Sannine was given the honor of being enthroned as the "Palace of Water" crowned with eternal snow. Pure, crystal sweet liquid bursts from a one hundred million years old spring known as Ain-As-Saifiyeh. Its pearly drops have percolated through the veins of the ageless rocks in the depths of the Sannine mountains. The Ain-As-Saifiyeh Spring emerging at an altitude of 1450 meters, issues from the Cenomanian limestones of upper cretaceous series of the Karst limestone in a faulty zone, dating back to the cretaceous period, and the Cenomanian age.

Early in 1995 following the initiative of the founder Mr. Merched Baaklini, a man with long-term vision, Rim Company For Natural Mineral Water S.A.L., began creating a model of a safe environment at the Ain As-Sayfiyeh spring and its surroundings.

The company took every possible precaution by possessing a wide area of mountains in order to protect the water of Rim, using the most advanced methods in preserving the uniqueness of the geological nature, the safety of its soil, water, and snow, from any possible pollution in the future.

The purity of the mineral water and its ideal composition, are ensured by the fact that the natural environment remains untouched. The property surrounding the Rim bottling plant and spring have been extensively planted with Lebanese cedars, in cooperation with both the Lebanese and German ministries of agriculture, and is now known to be " The Lebanese - German Friendship Cedar Forest", which will someday grow to compete with world-known authentic cedar forests.

- **ZUHAIR MURAD** (Source: www.zuhairmurad.com)

Designer Zuhair Murad grew up in Baalbek, Lebanon. Since his childhood, he always dreamt of evading to a world of fantasy. He started sketching dresses at the age of ten, quoted as saying *"I don't recall a day in my life without a pen in my hand!"*

Lebanese designer, Zuhair Murad, opened his first atelier in Beirut year 1997, catering to a growing private clientele. In year 1999, he celebrated his international debut at the Alta Roma fashion week, following an invitation from the Camera Nazionale della Moda. Two years after that, Murad presented his couture collection for the first time during Haute Couture Week in Paris, gaining momentum with international media.

In 2005, Murad debuted his first Zuhair Murad Ready-to-Wear Collection, a moresimple – yet still aesthetically glamorous – contemporary line designed to meet the expanding needs of his clientele. In 2007, Murad inaugurated his Parisian "Maison De Couture" in the heart of the Triangle D'Or on "François 1er" Street. In 2011, Zuhair Murad signed a licensing agreement with an Italian manufacturer, launching a 'Made in Italy' Ready-to-Wear line of daywear and eveningwear.

One year later, the Zuhair Murad Fashion House was relocated to a new, eleven-story building in Gemayze. in the heart of Beirut. The majestic space houses not only the corporate offices, but the heart of the Zuhair Murad Design Studio, including designers, pattern makers, tailors and embroidery experts. The supervisory board of the Chambre syndicale de la Haute couture in Paris elected him as new guest member to the Haute Couture calendar.

Today, Zuhair Murad's designs are available in tens of countries distributed over all continents. Among the many celebrities that Zuhair Murad dressed are: Jennifer Lopez, Shakira, Candice Swanepoel, Eva Longoria, Taylor Swift, Sofia Vergara, Kristen Stewart, Kristen Bell, Alessandra Ambrosio, Petra Nemcova and Kate Hudson.

Appendix 4: E-Questionnaire

The QR Code below links you to the e-questionnaire designed for the purpose of this thesis.
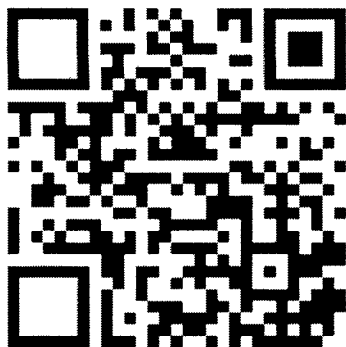
Appendix 5: Questionnaire (on the following page)

QUESTIONNAIRE
Communication and Job Prospects in Lebanon: A Multidimensional Perspective

hank you for taking time to complete this questionnaire which aims at gauging the perceived impact persuasive mmunication has on job prospects in Lebanon. Your opinion is vital for the success of this research and will be treated the strictest confidence within the ethical code of practice for field research at the Faculty of Business Administration d Economics at Notre Dame University - Louaize; thus the information gathered will solely be used to compile

ECTION 1 – BACKGROUND INFORMATION
ease tick next to the case that best describes you or fill-in the space provided.

01. **Gender** ◯ Male   ◯ Female

02. **Age**   (please provide your age in years) _____

03. **Marital status**   ◯ Married   ◯ Single   ◯ Divorced   ◯ Widowed   ◯ Separated

04. **Do you have a disability of any form?** ◯ Yes   ◯ No

05. **Current governorate of residence**   ◯ Beirut   ◯ Mount Lebanon   ◯ Bekaa
◯ South and Nabatiyyeh   ◯ North and Akkar

06. **Have you ever been employed?**   ◯ Yes   ◯ No

you answered **YES** to question **1.06.**, please proceed to question **1.07.**, otherwise (if you answered **NO**), please oceed to **Section 2**.

07. **Are you currently employed?**   ◯ Yes   ◯ No

08. **Primary domain of current/ previous employment** (industry) _____

09. **Current job position** (last job position, if you are currently unemployed)

◯ Senior management in a company   ◯ Middle management in a company

◯ Employee (NOT MANAGEMENT) in a company   ◯ Self-employed

10. **In which sector is the company you work/ worked for?**   ◯ Public   ◯ Private   ◯ NGO   ◯ NPO

11. **Years of work experience** (Please provide the number of years) _____

12. **Highest level of education completed**   ◯ Doctorate   ◯ Masters (or equivalent)
◯ Bachelors (or equivalent)   ◯ Baccalaureate (or equivalent)
◯ Basic or no schooling

ECTION 2 – NATURE OF INTERVIEW
lease tick the appropriate answer or fill-in the space provided.

01. **Have you ever sat for a job interview?**   ◯ YES   ◯ NO

you answered **YES** to question **2.01.**, please proceed to question **2.02.**, otherwise (if you answered **NO**), please **STOP** nswering the remainder of this questionnaire.

ou are kindly asked to **recall the last job interview** you sat for when answering all the remaining questions.

02. **The situation/context of the interview was**   ◯ Formal   ◯ Informal

03. **Your degree of commitment to get the job applied for was** ◯ High   ◯ Moderate   ◯ Low

04. **How long did the interview take?** _____

SECTION 3 – INTERVIEWEE

To which extent do you agree with the following statements? Please circle the number that best describes your agreement (from 1 to 7, where 1=strongly disagree and 7=strongly agree) (Please answer ALL statements, thank you)

To my knowledge, during the interview, I:

1. Introduced myself properly	strongly disagree 1	2	3	4	5	6	7 strongly agree
2. Was well-prepared	strongly disagree 1	2	3	4	5	6	7 strongly agree
3. Was appropriately dressed	strongly disagree 1	2	3	4	5	6	7 strongly agree
4. Was well-groomed	strongly disagree 1	2	3	4	5	6	7 strongly agree
5. Made eye contact	strongly disagree 1	2	3	4	5	6	7 strongly agree
6. Used appropriate body language	strongly disagree 1	2	3	4	5	6	7 strongly agree
7. Demonstrated extroversion	strongly disagree 1	2	3	4	5	6	7 strongly agree
8. Demonstrated friendliness	strongly disagree 1	2	3	4	5	6	7 strongly agree
9. Made self-image statements	strongly disagree 1	2	3	4	5	6	7 strongly agree
10. Engaged in self-promotion	strongly disagree 1	2	3	4	5	6	7 strongly agree
11. Engaged in self-praise	strongly disagree 1	2	3	4	5	6	7 strongly agree
12. Demonstrated cooperation	strongly disagree 1	2	3	4	5	6	7 strongly agree
13. Demonstrated flexibility	strongly disagree 1	2	3	4	5	6	7 strongly agree
14. Responded to questions appropriately	strongly disagree 1	2	3	4	5	6	7 strongly agree
15. Asked good questions	strongly disagree 1	2	3	4	5	6	7 strongly agree
16. Handled challenging questions with ease	strongly disagree 1	2	3	4	5	6	7 strongly agree
17. Highlighted my strengths	strongly disagree 1	2	3	4	5	6	7 strongly agree
18. Mentioned weaknesses in a positive manner	strongly disagree 1	2	3	4	5	6	7 strongly agree
19. Spoke calmly and clearly	strongly disagree 1	2	3	4	5	6	7 strongly agree
20. Acted professionally	strongly disagree 1	2	3	4	5	6	7 strongly agree
21. Listened well	strongly disagree 1	2	3	4	5	6	7 strongly agree
22. Was polite and courteous	strongly disagree 1	2	3	4	5	6	7 strongly agree
23. Had good rapport with the interviewer	strongly disagree 1	2	3	4	5	6	7 strongly agree
24. Ended the interview on a positive note	strongly disagree 1	2	3	4	5	6	7 strongly agree
25. Sent explicit messages	strongly disagree 1	2	3	4	5	6	7 strongly agree
26. Saved the best of what I have for the last	strongly disagree 1	2	3	4	5	6	7 strongly agree
27. Started with the best of what I have	strongly disagree 1	2	3	4	5	6	7 strongly agree
28. Referred to appeal of emotions (manipulated the interviewer's emotions)	strongly disagree 1	2	3	4	5	6	7 strongly agree
29. Referred to appeal of logic (presented facts)	strongly disagree 1	2	3	4	5	6	7 strongly agree

I believe that at the time of the interview:

30. My skills fit the job	strongly disagree 1	2	3	4	5	6	7 strongly agree
31. My experience fits the job	strongly disagree 1	2	3	4	5	6	7 strongly agree
32. My education fits the job	strongly disagree 1	2	3	4	5	6	7 strongly agree
33. My training fits the job	strongly disagree 1	2	3	4	5	6	7 strongly agree
34. My attitude fits the job	strongly disagree 1	2	3	4	5	6	7 strongly agree
35. My personality fits the job	strongly disagree 1	2	3	4	5	6	7 strongly agree

SECTION 4 – INTERVIEWER

To which extent do you agree with the following statements? Please circle the number that best describes your agreement (from 1 to 7, where 1=strongly disagree and 7=strongly agree) (Please answer ALL statements, thank you)

The interviewer:

4.01. Clearly stated the tasks and responsibilities pertaining to the job	strongly disagree	1	2	3	4	5	6	7 strongly agree
4.02. Clearly communicated the expectations from the employee	strongly disagree	1	2	3	4	5	6	7 strongly agree
4.03. Clearly communicated the company's goals and objectives	strongly disagree	1	2	3	4	5	6	7 strongly agree
4.04. Clearly stated the job benefits and promotional schema	strongly disagree	1	2	3	4	5	6	7 strongly agree
4.05. Gave me enough opportunity to interact with him/ her	strongly disagree	1	2	3	4	5	6	7 strongly agree
4.06. Was knowledgeable about the position applied for	strongly disagree	1	2	3	4	5	6	7 strongly agree
4.07. Was knowledgeable about the company	strongly disagree	1	2	3	4	5	6	7 strongly agree
4.08. Was unbiased	strongly disagree	1	2	3	4	5	6	7 strongly agree
4.09. Was non-discriminating	strongly disagree	1	2	3	4	5	6	7 strongly agree
4.10. Demonstrated friendliness	strongly disagree	1	2	3	4	5	6	7 strongly agree
4.11. Demonstrated interpersonal relationships	strongly disagree	1	2	3	4	5	6	7 strongly agree
4.12. Was responsive	strongly disagree	1	2	3	4	5	6	7 strongly agree
4.13. Acted professionally	strongly disagree	1	2	3	4	5	6	7 strongly agree
4.14. Was attentive	strongly disagree	1	2	3	4	5	6	7 strongly agree
4.15. Gave me time	strongly disagree	1	2	3	4	5	6	7 strongly agree
4.16. Thoroughly described the next steps	strongly disagree	1	2	3	4	5	6	7 strongly agree
4.17. Ended the job interview appropriately	strongly disagree	1	2	3	4	5	6	7 strongly agree

SECTION 5 – RESULTS OF THE INTERVIEW

Please tick the appropriate answer.

5.01. Did you get the job you applied for? ◯ YES   ◯ NO

To which extent do you agree with the following statements? Please circle the number that best describes your agreement (from 1 to 7, where 1=strongly disagree and 7=strongly agree) (Please answer ALL statements, thank you)

5.02. Considering everything, I am satisfied with the interview	strongly disagree	1	2	3	4	5	6	7 strongly agree
5.03. I would refer a friend to that company	strongly disagree	1	2	3	4	5	6	7 strongly agree
5.04. I would apply again to the company if I had the choice	strongly disagree	1	2	3	4	5	6	7 strongly agree

Please scan the completed questionnaire and e-mail it to: rghadi@ndu.edu.lb If you have any comments or concerns about this questionnaire, please contact Dr. Elie Menassa, Dean of the Faculty of Business Administration and Economics at Notre Dame University – Louaize and supervisor of this research – Email: emenassa@ndu.edu.lb - Thank you for your cooperation!

Appendix 6: Job Interviewee Training Material

Table 146 (below) and Table 147 (the following page) present training material targeting job candidates in Lebanon. The information is derived from the analysis of the questionnaire and the semi-structured interviews.

Table 146. Job Candidates' DO's (for more, please refer to 2.4. Improving Job Prospects)

DO:	
1	Do your homework on the company applying to and the job position applying for
2	Exhibit impeccable personal hygiene
3	Make sure you are well-groomed
4	Dress appropriately (i.e. AT LEAST up to the requirements of the job position applied for)
5	Be truthful, honest, authentic, and genuine in what you say in speech and on paper
6	Exude self-confidence
7	Make eye contact
8	Provide firm handshakes
9	Smile genuinely
10	Sit with your back straight
11	Walk straight with your chin up
12	Engage in a relaxed yet passionate, two-way communication style
13	Give clear examples of previous behaviors in a work environment
14	Speak with the same language the job interviewer uses (especially if you have it mentioned in your CV)
15	Give examples from past work experiences and relate them to your goals
16	Reply to questions appropriately
17	Present yourself professionally
18	Reveal real-life experience
19	Exuberate a positive energy
20	Keep your hopes high and your smile on your face no matter what happens throughout the interview
21	Exhibit great team spirit, sociability, and extroversion
22	Ask questions pertaining to promotional plans, career advancements, and training programs
23	Ask questions pertaining to the job you are applying for and the company you are applying to
24	Ask the interviewer what he/she thinks of you as a job candidate and how the interview went
25	Apply to a company whose culture you match with
26	Speak clearly, calmly, and eloquently
27	Exhibit your potential to grow and develop
28	Refer to appeal of emotion (it could serve you as a "competitive advantage")
29	Save the best of what you have for the last
30	Before asking someone to refer you to a company, inquire about his/her relationship with the company

Table 147. Job Candidates' DON'Ts

DON'T:	
1	Be rude
2	Be disrespectful
3	Chew gum
4	Show indifference
5	Roll your eyes
6	Take phone calls
7	Show up late
8	Sit improperly
9	Flirt
10	Use blasphemy and improper language
11	Dress inappropriately
12	Bash previous/current company of employment and/or manager
13	Engage in self-effacement and self-ridicule
14	Be shy
15	Be aloof and introverted
16	Give a "dead fish" handshake
17	Avoid eye contact
18	Come to the interview with an escort
19	Apply to a job position that is less or more than what you deserve
20	Be a silent member
21	Provide short, closed answers to open questions
22	Exude narcissism and arrogance
23	Give theoretical, idealistic answers
24	Attribute all successes of company of previous/current employment to yourself
25	Take control of the interview and/or the office
26	Revolve the entire interview around you
27	Frequently change companies for job positions at the SAME level (unless you have legitimate reasons to do so)
28	Mumble
29	Get aggressive
30	Apply to a company whose culture you don't match with
31	Be deceptive in what you say in words or on paper
32	Refuse to provide references/refuse reference checks
33	Memorize your resume
34	Include poetry, proverbs, and quotes in your resume
35	Show up not groomed
36	Ask about the salary/package before you introduce yourself (experiences, educational background etc.)
37	Ask about overtime, time at which a raise/promotion will be given, and the company's paid Holidays
38	Solely rely on appeal of emotion to persuade the interviewer to hire you
39	Make a great first impression
40	Look professional (hide tattoos, remove piercings etc.) (unless professionalism doesn't match the company's culture or the job position's requirements)

Appendix 7: Job Interviewer Training Material

Tables 148 and 149 present training material targeting job interviewers in Lebanon. The information is derived from the analysis of the semi-structured interviews.

Table 148. Job Interviewers' DO's

DO:	
1	Clearly state the tasks and responsibilities pertaining to the job
2	Clearly communicate the expectations from the employee
3	Clearly communicate the company's goals and objectives
4	Clearly state the job benefits and promotional schema
5	Give the interviewee enough opportunity to interact with you
6	Be knowledgeable about the vacant job position
7	Be knowledgeable about the company
8	Be unbiased
9	Be non-discriminating
10	Demonstrate friendliness
11	Demonstrate interpersonal relationships
12	Be responsive
13	Act professionally
14	Be attentive
15	Give the interviewee enough time
16	Thoroughly describe the next steps
17	End the job interview appropriately

Table 149. Job Interviewers' DON'Ts

DON'T:	
1	Miss out on clearly stating the tasks and responsibilities pertaining to the job
2	Miss out on clearly stating the expectations from the employee
3	Miss out on stating the job benefits and promotional schema
4	Be in a rush to end the interview
5	Be unknowledgeable about the job position and/or the company
6	Conduct the interview before having acquired answers to all questions an interviewee might ask
7	Engage in bias
8	Engage in discrimination on whichever basis
9	Approach the interviewee with an intimidating attitude
10	Neglect the interviewee
11	Misrepresent the company
12	Miss out on describing the next steps in the recruitment process
13	Miss out on ending the job interview appropriately