

Linguistic accommodation in Job interviews: the effectiveness of maintenance or convergence on likeability, competence and hireability of the male job applicant.

Bachelor's Thesis

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Abstract

This study investigates the influence of linguistic accommodation on job interviews, focusing on convergence and maintenance in communication styles. In a 2x2 design the study manipulated convergence (converging vs. maintaining) and cultural dimensions (masculine vs. feminine) in audio fragments with a male job applicant and male participants for the survey. Contrary to CAT expectations, no significant differences were found between converging and maintaining candidates with regard to likeability, hireability and competence. Moreover, Hofstede's cultural dimensions did not significantly influence preferences for a certain communication style. The German job applicant was perceived as more likeable than the Dutch job applicant, which might possibly be due to personal preferences rather than cultural preferences.

Key words: CAT; convergence; cultural dimensions; masculinity vs. femininity; job interview

Linguistic accommodation in job interviews: the effectiveness of maintenance or convergence on perceived likeability, hireability and competence of a male job applicant

Introduction

Job interviews are held at almost every company, most people will have to go through a job interview at least once in their lives. A job interview is your only chance to make a good first impression, this makes it a stressful event, stakes are high for both parties. Within a pre-established timeframe, both the interviewer and the applicant must find out whether they are a good fit for each other. Each applicant has their own way of presenting the best version of themselves. Some are completely themselves, whilst others tend to speak and act in a way, they think the interviewer wants to hear. This might affect their way of speech, the applicant can either stick to their own communication style or the applicant can start to copy the interviewer throughout the conversation. This phenomenon can occur both conscious and unconscious. Does accommodative speech have a different influence on the way you are perceived in a job interview than maintenance?

Job interviews

Earlier research has found that managers had a more positive opinion about a job applicant when their communication style was like their own (Gallois et al. 1992). Another finding that supports this study is that in successful job interviews applicants show that they can identify with their possible future coworkers, and that the successful applicants supported arguments, organized thoughts and clarified ideas more strongly than applicants whose job interview turned out to be unsuccessful (Einhorn, 1981). As this study states that in a

successful job interview, it is important to be able to identify with one's possible co-workers, this trait might possibly be shown through accommodating to one's way of speech.

Communication Accommodation Theory (CAT)

Accommodation theory (Giles, 2008) is based upon the psychological factor of similarity-attraction, which states that individuals would in general be more attracted to someone and more likely to form a positive relationship with someone who they perceive as similar to themselves (Byrne, 1971). This suggests that an individual can induce being evaluated more positively by another by minimizing differences between them (Giles & Powesland, 1997). In communication this means that when speaker A tries to minimize the differences between their way of expressing himself and the way that speaker B expresses himself, speaker A might be evaluated more positively (Giles & Powesland, 1997). These differences can be minimized by for example converging the vocabulary or accent that is used towards the other speaker. This convergence phenomenon was first introduced by Giles (1973), later another communication style was added to the theory, maintenance or non-convergence. Giles et al. (1973) have found that in a bilingual setting, when one is trying to accommodate to their interlocutor's communication style, one is evaluated more positively than when they stick to their own communication style (maintenance). People have certain behaviours that can be both unconsciously as well as on purpose, these possible adjustments are made in response to the perceived social identity, social status or social group of the interlocutor. Communication Accommodation Theory notes that communication is influenced by perceptions of similarity and differences in speech. This is in line with the statement that language can be used as a tool for reinforcing social identity (Bourhis & Giles, 1977).

Based upon this theory about convergence, it is expected that job applicants who are converging towards the communicative style of the interviewer are perceived as more likeable, hireable and competent for the job.

Cultural dimensions

Evidence supporting Communication Accommodation Theory is found in many places in everyday life. When two interlocutors differ in communication style and wish to maintain their social identity as separate from their interlocutor they might show maintenance of their communication style. However, sometimes speakers converge in communication styles and become more alike throughout the conversation. Earlier research has shown that different communication styles might be caused by differences in culture (Ting-Toomey et al., 1989).

Hofstede states that cultural differences can be defined in terms of power distance, uncertainty avoidance, individualism, masculinity, long-term vs. short-term orientation and indulgent vs. restraint (Hofstede, 1984).

For the current study, only one of these dimensions will be studied. The aim of this study is to investigate whether people from either a masculine country (Germany, with the masculinity score of 66) or a feminine country (the Netherlands, with the masculinity score of 14) respond differently to a speaker that converges or not. Masculine cultures are defined as assertive and competitive whilst feminine cultures are defined as modest and caring (Hofstede, 2011). In this study, Hofstede also states that in feminine societies, both male and female inhabitants share the same modest and caring values. On the contrary, in masculine cultures, women are assertive and competitive, yet not as much as the men. Thus, the differences between men from a masculine vs. feminine culture will be larger than the differences between women.

Taking Hofstede's study into consideration, and applying this to the field of job interviews, it might be expected that male job applicants that do not converge will be more appreciated by male participants from masculine cultures than the male job applicants that do converge. For the feminine cultures, it might be expected that a converging candidate is preferred over a maintaining candidate.

More specifically looking at Hofstede's theory, when it comes to a job interview, one would anticipate that within masculine cultures, a job seeker exhibiting a maintenance communication style is likely to be perceived as more likeable, hireable and competent compared to a candidate with a converging approach. This is in line with findings of Willemys et al. (1997), who confirmed the hypothesis that females would be more accommodative than males. This study has found that male job applicants were more likely to diverge from the interviewers cultivated- accent than the female job applicants whereas these female job applicants were more converging towards the broad-accented interviewer than the male job applicants. This is also in line with findings of Fitzpatrick et al. (1995), who stated that men displayed male gender-preferential language regardless of who their female conversation partner was. Moreover, this study has also shown that men appear to find it more difficult to accommodate their conversation style to an unknown woman than women do. The current study will try to investigate whether this can also be applied to a larger group of people that share a culture, namely masculine cultures vs. feminine cultures.

Present study

The aim of this study is to investigate whether there is a difference in the way that a male job applicant is perceived by male inhabitants from either a masculine or feminine society when the male applicant is either accommodating his speech to the interviewer or is not accommodating to the interviewer at all.

Whilst job interviews were studied in the past, it has not yet been investigated whether there is an effect of (not) converging. The findings of this study might give a new insight as CAT is studied, in a job interview setting, this combines fields of study that already have been profoundly studied on their own yet never have been combined.

What can be concluded from the above-mentioned literature, is that the findings are contradicting. Whereas the expectation based upon CAT might be that everyone prefers a converging candidate over a maintaining candidate, Hofstede's masculinity theory might suggest that people from a masculine country prefer a maintaining candidate over a converging candidate. All of the participants in the current study are male, because according to Hofstede (2011), in feminine societies, both male and female inhabitants share the same modest and caring values whilst in masculine cultures, women are assertive and competitive, yet not as much as the men. The differences between men are thus the biggest and therefore more interesting to study. Investigating whether one of these two theories (Hofstede's cultural dimensions and CAT) is dominant over the other theory is an important aspect of the present study. The antecedently discussed aspects lead to the following research question: 'To what extent do masculine and feminine cultures differ in the way they perceive of a male job applicant in terms of competence, likeability and hireability?'

H1: A man converging to a woman is expected to be perceived more negatively by a masculine culture than by a feminine culture.

This study can be of societal relevance as it might guide people in doing a job interview in the most successful way, as they possibly become aware of the effects that (not) converging on vocabulary may have on their likeability, hire ability and competence. With the outcome of this study, one might think of a strategy to come across as the best fit for a job during the interview in a certain culture. This might especially be for people living in the Dutch/German border area (for example Nijmegen) as they might look for a job across the border.

The dependent variables were chosen because they focus on the outcome of the job interview and important for the job applicant in order to complete a job interview successfully. Moreover, these variables are easy to perceive and rate for the participants.

Furthermore, these variables are co-dependent, job applicants are mostly seen as more hireable when they are perceived as likeable and competent.

Method

Materials

The current study had a 2x2 design.

The first independent variable was accommodation style, this variable had the following two conditions:

- Convergence
- No convergence (maintenance)

The participants listened to either one of the four audio fragments (German converging, German maintenance, Dutch converging, Dutch maintenance). Each fragment was about 60 seconds long. An audio fragment was chosen over a video to avoid possible ambiguity due to use of gestures or attitude that could have been visible in a video fragment. All audio fragments will be in English, the interviewer speaks an accentless English so that the scripts are identical for the German and Dutch participants. The job applicant has a slight German or Dutch accent but the script was the same, thus there were two scripts in total. It should be clear to the participants of the study where the job applicants were from. This was done to see whether differences exist between the Dutch and German culture.

The scripts were the same for the Dutch and German audio fragments. Two scripts were used to record the audio fragments. The first script was the one in which the male job applicant converged his way of speech to the female interviewer. The job applicant showed that he is converging through adopting vocabulary that was used by the interviewer. In the short script, the converging candidate used 8 words that were previously used by the

interviewer. The second script was the one in which the male job applicant maintained his own way of speech throughout the interview. In this script the job applicant was not copying the vocabulary of the interviewer and stuck to his own vocabulary.

A female interviewer was chosen, as earlier research has shown that women converge more to men than to other women, thus a man converging to a woman is expected to be perceived more negatively by a masculine culture than by a feminine culture (Giles & Ogay, 2007).

The scripts were recorded in a setting in which both the interviewer and the job applicant were present so that no alterations had to be made to the audio files and they could be recorded in one go. An acquaintance (unknown to the participants) that spoke accentless English was asked to record the interviewer part and two acquaintances that spoke English with respectively a Dutch and German accent were asked to record the lines of the job applicant. This choice was made to avoid possible bias as a result of recognition of voices. The script was rehearsed a few times by both the interviewer and the candidate together. When they felt comfortable enough, the audio fragments were recorded using a phone. It was important that the interview was rehearsed as it had to be recorded in one go to mitigate ambiguity due to cutting in the audio fragment.

The second independent variable was Hofstede's dimension of masculinity, consisting of two conditions:

- Being from a masculine culture (Germany)
- Being from a feminine culture (The Netherlands)

The participants that filled out the questionnaire were from either a masculine (Germany) or a feminine (The Netherlands) culture. All the participants were male.

Subjects

The participants in this survey were all male, Dutch or German citizens. In total, there were 22 German respondents and 53 Dutch respondents. The original aim was to have at least 60 participants from each country, due to limited time this goal was not achieved. The average age of the Dutch respondents was 28.19 years old (SD = 10.52) and the Germans were 25.27 years old on average (SD = 8.14). An independent samples t-test was performed to examine the difference in age between the German and Dutch participants. This t-test revealed a non-significant difference in age between German and Dutch participants $t(84) = -1.359, p = .178$. The mean difference was -2.916 (SE = 2.146) and the 95% confidence interval ranged from -7.184 to 1.352.

All of the participants were be male, because according to Hofstede (2011), in feminine societies, both male and female inhabitants share the same modest and caring values whilst in masculine cultures, women are assertive and competitive, yet not as much as the men. The differences between men are thus the biggest and therefore more interesting to study.

The level of education of the participants varied from high school to university. For 37.2% of the participants high school was the highest level of education completed. For 9.3% of the participants the highest level of education that was completed was MBO. For 20.9% of participants the highest level of education that was completed was university of applied sciences and for 32.6%, the highest level of education that was completed was university.

Design

The current study had a 2x2 between-subjects design. The independent variables were convergence with convergence and maintenance as the two levels and Hofstede's cultural dimension of masculinity with masculine and feminine culture as the two levels. Each of the

participants got to hear either the convergence audio fragment, or the maintenance audio fragment with the accented job applicant that was from their country, respectively Germany or the Netherlands. No control group was used in this study.

Instruments

The dependent variables in this study were the perceived likeability, hireability and competence of the job applicant. These dependent variables were chosen as these are important factors for a job applicant in order to have a successful job interview. Furthermore, these variables are variables that are easy to understand and part of everyday life, and thus these variables are easy to perceive and rate by the participants of this study. Additionally, these variables focus on the communicative side of the interview rather than the organizational fit of the candidate. These variables were measured in a Qualtrics survey that was distributed amongst the participants online, via Facebook, WhatsApp or Instagram.

Likeability was tested using 8 items that were rated using a 7-point Likert scale: ‘I think this person is: ‘credible’, ‘sympathetic’, ‘warm’, ‘humorous’, ‘tactful’, ‘polite’, ‘irritating’, and ‘unfriendly’ (Fuertes et al., 2012; Hendriks et al., 2021). The reliability of the likeability variable was acceptable ($\alpha = .72$).

Hireability was tested using 5 statements, participants were asked to fill out to what extent they agreed with the following statements using a 7-point Likert scale: ‘I would recommend employing this candidate’, ‘I would feel satisfied if this candidate would be hired’, ‘I feel favorably towards this candidate’, ‘This candidate would be an asset to the company’ and ‘There is a high likelihood of this candidate being hired’ (Deprez-Sims & Morris, 2010). The reliability of the hireability variable was good ($\alpha = .89$).

Competence was tested using 5 items that were tested using a 7-point Likert scale. ‘In my opinion, the candidate sounds ‘reliable’, ‘intelligent’, ‘competent’, ‘hardworking’ and

'educated' (Hendriks et al., 2021). The reliability of the consequence condition was good ($\alpha = .86$).

Statistical treatment

Three two-way anova's with level of convergence and Hofstede's dimension of masculinity as factors were carried out to investigate whether significant differences exist for likeability, hire ability and competence when the candidate is converging or is not converging at all to the interviewer.

Results

A t-test has shown no significant difference between the ages of the participants in the Dutch & German condition ($t(79.94) = -1.44, p = .18$). This means that the Dutch and German groups of participants can be considered similar in age.

A Chi-square tested showed a significant relation between nationality and level of education ($X^2(3) = 10.24, p = .017$). A higher percentage of the Dutch participants completed a level of education higher than high school 73.6% than the German participants 45.5%.

A two-way analysis of variance with nationality and level of convergence as factors showed a significant main effect of nationality on the perceived likeability of the participant ($F(1, 82) = 12.38, p = .001$), German job applicants were perceived as more likeable ($M = 4.89, SD = .57$) than Dutch job applicants ($M = 4.32, SD = .81$) Level of convergence did not show a significant main effect on the perceived likeability of the participant ($F(1, 82) = 1.19, p = .279$). The interaction effect between nationality and level of convergence was not statistically significant ($F(1, 82) = .14, p = .710$)

A two-way analysis of variance with nationality and level of convergence as factors did not show a significant main effect of nationality on the perceived competence of the

applicant ($F(1, 82) = 1.94, p = .168$). Level of convergence did not show a significant main effect on the perceived competence of the applicant ($F(1, 82) = .002, p = .968$). The interaction effect between nationality and level of convergence was not statistically significant ($F(1, 82) = .001, p = .974$)

A two-way analysis of variance with nationality and level of convergence did not show a significant main effect of nationality on the hireability of the candidate ($F(1, 82) = 1.41, p = .239$). Level of convergence did not show a significant main effect on the hireability of the candidate ($F(1, 82) = .68, p = .413$). The interaction effect between nationality and level of convergence was not statistically significant ($F(1, 82) = .56, p = .457$).

A manipulation check was done to ensure that the survey was reliable. The participants were asked to guess what country the job applicant was from. The manipulation was considered reliable if 2/3 of the respondents answered this question correctly. For the German respondents 66.7% answered this question correctly. 88.7% of the Dutch respondents answered this question correctly.

Conclusion

The present study has revealed that there are no statistically significant differences between job applicants that tend to converge and job applicants that maintain their own way of speaking. Both are perceived equally likeable, hireable and competent for the job.

Regarding the nationality of the job applicant, it was found that the German candidates were perceived more likeable than the Dutch candidates. However, no statistically significant differences between the German and Dutch participant were found concerning hireability and competence of the candidate.

The question for the manipulation check was answered correctly by a satisfactory percentage of both the German and Dutch participants. This makes the results reliable.

Discussion

When it comes to the level of convergence that was shown through the audio fragment, no significant differences were found between the Dutch and the German job applicant in terms of likeability, hireability and competence. H1 is thus rejected.

As mentioned earlier in the theoretical framework, it was expected that based upon the Communication Accommodation Theory, that most people would prefer the converging candidate over the candidate that uses the maintenance style. In practice, this was not the case. This result might have several causes. First of all, it might have been the case that the audio fragments were too staged. When testing and manipulating language in a real job interview environment, different outcomes may be found. For future research, it might be interesting to study actual job interview recordings and sort them into two categories, candidates with a converging style of speech and candidates with a maintenance style of speech, then ask the job interviewers about the perceived likeability, hireability and competence of the candidates. This makes the study less manipulated.

Another reason why no differences were found between the converging and maintaining candidates could be that CAT is based upon the Similarity Attraction Hypothesis (Byrne, 1971). Thus it could well be, that when one is interviewing the actual job interviewer might actually perceive the applicant as more likeable, hireable and competent for the job when this candidate is converging towards the interviewers communication style. The current study tested how the applicants were perceived by a third party (the respondents of this study) that had nothing to do with the actual job interview. One limitation of the current study might thus be that the perspective of outsiders was studied, instead of how the actual job interviewers perceived the candidates. For future research, one might ask the same questions to the persons that are conducting the job interview and could possibly find other results that might support CAT.

When taking Hofstede's cultural dimension into consideration, it was expected that participants from a masculine country preferred a candidate with a maintenance style of speech over a converging candidate. For the participants from a feminine culture, it was expected that these respondents would prefer a converging candidate over a maintaining candidate. The current study has not found these differences.

The findings may indicate that Hofstede's theory of cultural dimensions is gradually losing relevance in the current temporal context. The world is globalizing more and more, and differences in culture might grow smaller as a result of this. However, more research is needed to conclude this. To study this topic further, it might be interesting to study whether actual cultural differences are found when looking at different dimensions from Hofstede. For example whether converging and maintaining communication styles are perceived differently by individualistic and collectivistic cultures. Another suggestion for further research of the relevance of Hofstede's cultural dimensions is to disseminate a questionnaire soliciting personal opinions on subjects related to Hofstede's cultural dimensions across different cultures and compare these to the findings of Hofstede (1984).

The only significant result of the current study is that the German participants perceived the job applicant as more likeable than the Dutch participants. There were no differences with regard to using the maintenance style of the converging style. A possible explanation for that the Germans perceived the job applicant as more positive than the Dutch participants might be that personal preferences are perceived to affect behavioral intentions more than professional, organizational and national cultures do (Byron, 2016). This might suggest that rather than a cultural difference, this could possibly be considered a difference due to coincidental personal preferences.

When doing a job interview in daily life, it might thus be more important to have a positive connection with the interviewer, rather than studying cultural preferences in terms of

behaviour.

Another important limitation to our study is that there was a large difference in the number of participants in the German and Dutch conditions. For future research it is important that these numbers are similar.

Furthermore, this study has also suggested that the differences in culture might not be as strong anymore, and this might be something to take into consideration in future studies as well as in interactions in day to day life.

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Appendix

Appendix A: Transcript Job interview

SCRIPT

Q1. Interviewer: Tell me, why do you **aspire** to become a Data Analyst for [our company]?

Applicant 1: (Converging) I **aspire** to work as a data analyst in your company because I have just finished my studies and am very interested in the topics that your company analyzes

Applicant 2: (Maintenance) I **want** to work as a data analyst in [company] because I have just finished my studies and am very interested in the topics that your company analyzes

Q2. Interviewer: Can you **motivate** why you would **be the best fit** for this in job and our organization?

Applicant 1 (Converging): I'd **be the best fit** for you since I'm always **motivated** to work, and I am always interested in learning about and adapting to the newest technologies.

Applicant 2 (Maintenance): **In my opinion** I would suit your company best since I am ambitious, and I am always interested in learning about and adapting to the newest technologies.

Q3. Interviewer: In [our company], we **value sustainability & inclusivity** highly to ensure a **future-oriented working environment**. Would you say that your **views** are in line with that?

Applicant 1 (converging): I'd say my **views** are definitely in line with yours. I agree that in order to create a **future-oriented working environment, sustainability & inclusivity** should be **valued** [highly].

Applicant 2 (maintenance): **I see it the same way.** I think, if you want to create **healthy** labour conditions it is necessary to emphasize these principles. They are very important to me.

Interviewer: **Thank you** for your answer. That was very helpful.

Applicant 1: **Thank you.**

Applicant 2: **You're welcome/My pleasure.**

Appendix B: Survey

Standard: Introduction (1 Question)
Standard: Introduction 2 (1 Question)

Branch: New Branch

If

If This study is being conducted by three Radboud University students: Jens van Loon, Jan Schneider,... I do not give consent Is Selected

EndSurvey:

Standard: Gender (1 Question)

Branch: New Branch

If

If I identify as Male Is Not Selected

EndSurvey:

Standard: Nationality (1 Question)

Branch: New Branch

If

If I am Other Is Selected

EndSurvey:

Standard: Age (1 Question)

Standard: Educational level (1 Question)

Branch: New Branch

If

If I am German Is Selected

BlockRandomizer: 1 - Evenly Present Elements

Standard: Audio 3: German (1 Question)

Block: Audio 4: German (1 Question)

Branch: New Branch

If

If I am Dutch Is Selected

BlockRandomizer: 1 - Evenly Present Elements

Standard: Audio 1: Dutch (1 Question)

Standard: Audio 2: Dutch (1 Question)

Standard: Likeability (1 Question)

Standard: Competence (1 Question)

Standard: Hireability (1 Question)

Standard: Block 10 (1 Question)

Start of Block: Introduction

Introduction We are three students at Radboud University in Nijmegen studying international business communication. We are grateful for your assistance with our research for our bachelor's thesis! The completion of this investigation takes no longer than five minutes. All of your responses will remain anonymous. There are no good or wrong answers.

During this investigation, you encounter a job interview. Examine this interview

- I understand the main focus of the study (1)

End of Block: Introduction

Start of Block: Introduction 2

Introduction 2 This study is being conducted by three Radboud University students: Jens van Loon, Jan Schneider, Eeke Lijftogt. What do you expect from us? The research methodology involves assuming that you fill out an online questionnaire. The questions focused on your perception of the job interview. The process of filling out the questionnaire takes about five minutes. You voluntarily participate in this research. As a result, you can withdraw your participation at any time during the investigation. You have no need to explain why you wish to cease the experiment.

What happens with my data? The research data we collect in this study will be used by scientists for datasets, articles, and presentations. The anonymized research data is available to other scientists for at least 10 years. If we share data with other researchers, it cannot be traced back to you. We store all research data securely according to the guidelines of Radboud University.

Do you have any questions about the research? If you would like more information about the research, please contact Jens van Loon (jens.vanloon@ru.nl), Eeke Lijftogt (eeke.lijftogt@ru.nl), or Jan Schneider (jan.schneider@ru.nl). For questions about the processing of data in this research, please contact: dataofficer@let.ru.nl.

CONSENT: Please indicate your choice below. By clicking the 'I give consent' button you indicate that you:

- have read the above information
- agree to participate in the study as described in the information above
- understand how the research data will be stored and what it will be used for
- voluntarily participate in the study
- are 16 years or older If you do not want to participate in the study, you can click on the 'I do not give consent' button.

I give consent (1)

I do not give consent (2)

End of Block: Introduction 2

Start of Block: Gender

Gender I identify as

Male (1)

Female (2)

Other (3)

I prefer not to say (4)

End of Block: Gender

Start of Block: Nationality

Nationality I am

German (1)

Dutch (2)

Other (3)

End of Block: Nationality

Start of Block: Age

Age What is your age

End of Block: Age

Start of Block: Educational level

Educational level What is the highest level of education you have completed?

- High school (1)
- MBO (2)
- University of applied sciences (8)
- University (5)

End of Block: Educational level

Start of Block: Audio 3: German

Q19 Please listen carefully to the audiofragment.

End of Block: Audio 3: German

Start of Block: Audio 4: German

Q20 Please listen carefully to the audiofragment.

End of Block: Audio 4: German

Start of Block: Audio 1: Dutch

Q17 Please listen carefully to the audiofragment.

End of Block: Audio 1: Dutch

Start of Block: Audio 2: Dutch

Q18 Please listen carefully to the audiofragment

End of Block: Audio 2: Dutch

Start of Block: Likeability

Likeability I think the job applicant in this audio fragment is

	1: Completely disagree (1)	2: Disagree (2)	3: Partially disagree (3)	4: Neutral (4)	5: Partially Agree (5)	6: Agree (6)	7: Completely agree (7)
Credible (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sympathetic (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Warm (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tactful (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Polite (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Irritating (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unfriendly (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Humorous (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Likeability

Start of Block: Competence

Q21 In my opinion, this candidate comes across as:

	1: Completely disagree (1)	2: Disagree (2)	3: Partially disagree (3)	4: Neutral (4)	5: Partially agree (5)	6: Agree (6)	7: Completely agree (7)
Reliable (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intelligent (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competent (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hardworking (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Educated (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Competence

Start of Block: Hireability

Hireability Please express your level of agreement about the following statements:

	1: Completely disagree (1)	2: Disagree (2)	3: Partially disagree (3)	4: Neutral (4)	5: Partially agree (5)	6: Agree (6)	7: Completely agree (7)
I would recommend employing this candidate (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would feel satisfied if this candidate would be hired (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel favourably towards this candidate (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This candidate would be an asset to the company (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a high likelihood of this candidate being hired (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Hireability

Start of Block: Block 10

Q1 What country do you think the job applicant is from?

End of Block: Block 10

We want to express our sincere gratitude for your participation in our survey. Your thoughtful responses significantly contribute to the depth and richness of our bachelor's thesis research. Your time and insights are highly appreciated, and we are genuinely thankful for your contribution.

If you have any further comments or questions, please don't hesitate to reach out. Your involvement has made a meaningful impact on our study.

Appendix C: Ethics check list

Checklist EACH (version 1.6, november 2020)

You fill in the questions by clicking on the square next to the chosen answer

After clicking, a cross will appear in this square

1. Is a health care institution involved in the research?

Explanation: A health care institution is involved if one of the following (A/B/C) is the case:

- A. One or more employees of a health care institution is/are involved in the research as principle or in the carrying out or execution of the research.
- B. The research takes place within the walls of the health care institution and should, following the nature of the research, generally not be carried out outside the institution.
- C. Patients / clients of the health care institution participate in the research (in the form of treatment).

No → continue with questionnaire

Yes → Did a Dutch Medical Institutional Review Board (MIRB) decide that the Wet Medisch Onderzoek (Medical Research Involving Human Subjects Act) is not applicable?

Yes → continue with questionnaire

No → This application should be reviewed by a Medical Institutional Review Board, for example, the Dutch [CMO Regio Arnhem Nijmegen](#) → end of checklist

2. Do grant providers wish the protocol to be assessed by a recognised MIRB?

No → continue with questionnaire

Yes → This application should be reviewed by a Medical Institutional Review Board, for example, the Dutch [CMO Regio Arnhem Nijmegen](#) → end of checklist

3. Does the research include [medical-scientific research](#) that might carry risks for the participant?

No → continue with questionnaire

Yes → This application should be reviewed by a Medical Institutional Review Board, for example, the Dutch [CMO Regio Arnhem Nijmegen](#) → end of checklist

Standard research method

4. Does this research fall under one of the stated [standard research methods](#) of the Faculty of Arts or the Faculty of Philosophy, Theology and Religious Studies?

- Yes → 1 → continue with questionnaire
- No → assessment necessary, end of checklist

Participants

5. Is the participant population a healthy one?

- Yes → continue with questionnaire
- No → assessment necessary, end of checklist → [go to assessment procedure](#)

6. Will the research be conducted amongst minors (<16 years of age) or amongst (legally) incapable persons?

- Yes → assessment necessary, end of checklist → [go to assessment procedure](#)
- No → continue with questionnaire

Method

7. Is a method used that makes it possible to produce a coincidental finding that the participant should be informed of?

- Yes → assessment necessary, end of checklist → [go to assessment procedure](#)
- No → continue with questionnaire

8. Will participants undergo treatment or are they asked to perform certain behaviours that can lead to discomfort?

- Yes → assessment necessary, end of checklist → [go to assessment procedure](#)
- No → continue with questionnaire

9. Are the estimated risks connected to the research minimal?

- No → assessment necessary, end of checklist → [go to assessment procedure](#)
- Yes → continue with questionnaire

10. Are the participants offered a different compensation than the usual one?

- Yes → assessment necessary, end of checklist → [go to assessment procedure](#)
- No → continue with questionnaire

11. Should [deception](#) take place, does the procedure meet the standard requirements?
- No → assessment necessary, end of checklist → [go to assessment procedure](#)
 - Yes → continue with questionnaire

12. Are the standard regulations regarding [anonymity and privacy](#) met?
- No → assessment necessary, end of checklist → [go to assessment procedure](#)
 - Yes → continue with questionnaire

Conducting the research

13. Will the research be carried out at an external location (such as a school, hospital)?
- No → continue with questionnaire
 - Yes → Do you have/will you receive written permission from this institution?
 - No → assessment necessary, end of checklist → [go to assessment procedure](#)
 - Yes → continue with questionnaire

14. Is there a contact person to whom participants can turn to with questions regarding the research and are they informed of this?
- No → assessment necessary, end of checklist → [go to assessment procedure](#)
 - Yes → continue with questionnaire

15. Is it clear for participants where they can file complaints with regard to participating in the research and how these complaints will be dealt with?
- No → assessment necessary, end of checklist → [go to assessment procedure](#)
 - Yes → continue with questionnaire

16. Are the participants free to participate in the research, and to stop at any given point, whenever and for whatever reason they should wish to do so?
- No → assessment necessary, end of checklist → [go to assessment procedure](#)
 - Yes → continue with questionnaire

17. Before participating, are participants informed by means of an information document about the aim, nature and risks and objections of the study? (zie [explanation on informed consent](#) and [sample documents](#)).
- No → assessment necessary, end of checklist → [go to assessment procedure](#)
 - Yes → continue with questionnaire

18. Do participants and/or their representatives sign a consent form? (zie [explanation on informed consent](#) and [sample documents](#)).

- No → assessment necessary, end of checklist → [go to assessment procedure](#)
- Yes → checklist finished

If you want to record the results of this checklist, please save the completed file.

If you need approval from the EACH due to the requirement of a publisher or research grant provider, you will have to follow the formal assessment procedure of the EACH.

Appendix D: Statement of own work

Statement of own work

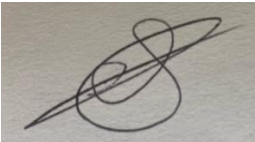
Sign this *Statement of own work* form and add it as the last appendix in the final version of the Bachelor's thesis that is submitted as to the first supervisor.

Student name: Eeke Lijftogt

Student number: S1026951

PLAGIARISM is the presentation by a student of an assignment or piece of work which has in fact been copied in whole or in part from another student's work, or from any other source (e.g. published books or periodicals or material from Internet sites), without due acknowledgement in the text.

DECLARATION:

- a. I hereby declare that I am familiar with the faculty manual (<https://www.ru.nl/facultyofarts/stip/rules-guidelines/rules/fraud-plagiarism/>) and with Article 16 "Fraud and plagiarism" in the Education and Examination Regulations for the Bachelor's programme of Communication and Information Studies.
- b. I also declare that I have only submitted text written in my own words
- c. I certify that this thesis is my own work and that I have acknowledged all material and sources used in its preparation, whether they be books, articles, reports,  lecture notes, and any other kind of electronic or personal communication. document,

Signature:

Place and date: 20-10-2023, Hengelo GLD