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Training, faking and recruitment strategy:

A critical review of the job interview's value as a strategic recruitment tool

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Abstract

The job interview is a common part of the recruitment process. This literature study focuses on the effects of applicant faking and training in the interview setting on the recruiter's ability to make strategic hiring decisions. In order for the recruiter to make a strategic hiring decision he needs to gain valid and reliable knowledge about the applicant. This thesis concludes that it is possible to influence the recruiter's impression of the candidate through faking and training, but that the effect is reduced if the recruiter is skilled in interview techniques and has a good understanding of social interaction theory. The thesis also conclude that having a recruitment strategy and involving HR officials in the development of company strategies, is crucial for succeeding with strategic recruitment.

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Introduction

1.0   Background

This master's thesis is an analysis the effect of training and faking on strategic recruitment based on the main research and findings on the subject of the job interview. Around the world, the employment interview has been, and continues to be, the most commonly used recruitment tool (Macan 2009). There can be several reasons for this. The job interview is flexible and can be adapted to almost any setting. It also provides an opportunity to meet, observe, and communicate with the candidate, which appeals to our social needs. The job interview's popularity can, however, also stem from simply the lack of viable alternatives (Ployhart 2006). No matter what reason a company has for choosing to use the job interview, the degree to which the job interview actually delivers valid and reliable information, should be of interest to the company, but also to any job applicant.

The research literature on the job interview comes from many academic fields. Building on these academic findings, we will discuss whether the job interview can provide the information needed about an applicant to make a strategically sound hiring decision.

The psychological view is important whenever the discussion concerns interaction between humans. The same can be said for the discipline of sociology. We perceive the job interview as a social phenomenon, not only as a recruitment tool. This is why we will use social theories to give perspective to our discussion. Our analysis will show that applying knowledge from psychology and sociology may be useful within the field of strategic recruitment.

Human resource management (HRM) can contribute to improved financial results for a company (Beer 2015; Kaufmann 2015). Making the right hiring decisions and succeeding with good recruitment are some of the areas where HRM can make a strategic contribution to a company's success. In a market where several companies fight to attract the best people, recruiting the top employees can provide a strategic advantage. This master's thesis aims to show that companies stand to gain from focusing both on developing current employees and on attracting and recruiting new employees who add strategic value to the company.

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We will argue that recruitment is a strategically important task that should not be performed without involving upper management. This is also the case for companies who do most of their recruiting within the company, e.g. using recruitment as a way of promoting staff. The differences and similarities between internal and external recruitment are also discussed with regards to their strategic implications on HRM and financial outcomes.

Recruiters, and the work they perform, are potentially more important to a company than the recruiters, and their companies, are aware (Posthuma, Morgeson, & Campion 2002). Strategies concerning recruitment are linked to the total development of the company. In this paper, we will explain why our view is that employees who handle recruiting, including performing the job interviews, should have firm knowledge of the governing documents of the company.

In addition to discussing how companies can use the job interview to make strategically good hiring decisions, we also devote our attention to the applicant's role in the recruitment process. Factors of interest are the applicant's impression of the company, the applicant's motivation, the applicant's preparations for the interview as well as characteristics of the applicant (Posthuma et al. 2002; Ployhart 2006). This paper concludes that working strategically with recruitment means taking the influence of the applicant in the recruitment process seriously.

The recruitment process is handled differently in different companies. There is no straight-forward way to determine the optimal method of recruiting for every company. The recruiter's degree of knowledge in the field of recruitment does however play an important part in deciding how recruitment should be done in the company. In this paper, we will demonstrate how leaving untrained department managers responsible for recruiting can make it harder to use recruitment as a tool to help reach the company's strategic goal.

As the job interview is a social interaction, it is vulnerable to human imperfections such as biases (Stetsenko & Arievitch 1997). It is natural for humans to develop stereotypes and categorize the people we meet according to these (Passer & Smith 2001); this makes it easier for us to handle new information. In the case of the job interview, this can lead to discrimination and affect the environment for strategic decisions. This is true for both positive and negative stereotypes. We discuss how recruiters can work to avoid the effect of biases and the consequences of biases on the company's ability to make strategic hiring decisions.

Finally, we will discuss the notion of finding the right fit for the company. Most recruiters are looking for the right fit (Garcia, Posthuma & Colella 2008), but the term "fit" is not always clearly defined. We argue that the right fit for a company that wants to make strategic hiring decisions should be clearly defined with the involvement of upper management and be incorporated in the company's strategic documents and plans.

2.0   *Research question*

The field of recruitment has developed and still is in development, as a substantial amount of research continues to be performed in this area. The interview has, however, not always been as widely used as it is today. In the industrial era, and still in some parts of the world, finding a set of hands that could perform a certain task was not difficult. If the persons that were hired did not perform satisfactorily, the cost of replacing him or her would be low. In addition, another set of hands that could perform the same tasks just as well, and with minimal time spent on training, could be found just outside the door.

Traditionally, mostly men were allegeable for jobs to which one is recruited. The available jobs were for the most part work on farms, on fishing boats, and in factories. Women worked at home. During the beginning of the 20th century, when men were recruited into the military, more women entered the arena of payed work. When the men returned from war, both women and men competed for the same positions. With more applicants for every position, the companies began to need more extensive selection methods. The type of work available also started to change, and recruitment became a more complex task.

Today, with a dog-eat-dog situation, a competitive company depends on competent employees (Gabčanová 2011). A company relies on fully qualified staff in order to succeed. When employees stay in the same company for a long time, it is possible to give extensive training and the person will, over time, learn much of the cultural un-spoken information that exists in the company (Sonnenfeld & Peiperl 1988, Huffcutt 2011). A steady workforce can, however, be a disadvantage if the wrong person is hired. For knowledge based companies in the western part of the world, hiring the right person "is fundamental to the survival, growth, and even superior performance of firms" (Demir, Löwstedt & Tienari 2014:2).

This master's thesis focuses on the job interview as a recruitment tool. Our aim is to find out if and how companies can use the job interview to make strategically good hiring decisions. We will look into the drawbacks and benefits of using the interview method.

The main research question for this master's thesis is:

What are the consequences of training and faking for the job interview's value as a method for making strategic hiring decisions?

Additional questions that will be addressed are: Is the job interview a scene where only highly socially competent applicants can be successful? Are recruiters able to look past the immediate first impression of the applicants? Is the job interview really a suited method of recruitment or has this method stayed in use more due to its convenience rather than its validity (Posthuma et al. 2002)?

This master's thesis focuses only on the job interview, and alternative recruitment tools are therefore not discussed. Although not the primary object of this master's thesis, we include some mention of what might for many recruiters be unintentional sources of information provided by the job interview. We also include new ways of using the interview that may give even more knowledge about the applicant. Although the research question does not require a recommendation to be made at the end of this master's thesis, we will sum up our findings in

some recommendations for businesses that choose to use the job interview in their recruitment process.

3.0   Structure

This master's thesis is structured in three main parts: the method, the theory and discussion.

In the method chapter we account for literature study as research method and discuss the ethical issues of this paper including researcher's bias. This chapter also contains the description of how we have performed our searches, search criteria and how we have made our choice of what research to include and what to exclude.

The theory part consists of four chapters. The first describes research performed on the job interview that was conducted between 1989 and 2009. The second part provides a psychosocial backdrop. The third part accounts for the terms *human capital* and *strategic human resource management* (SHRM), and explains how companies can work strategically with their recruitment. In the last chapter we limit the scope of the discussion by pointing out two main aspects of the job interview, namely training and faking.

The discussion draws on the findings described in the first three parts of the theory and uses these findings to try to answer questions about the effect of training and faking on the validity of the job interview as a strategic recruitment tool. Finally, this is summed up and we make some suggestions for further research.

The most significant terms of this master thesis are:
human capital, human resource management (HRM), strategic human resource management (SHRM), social interaction, behaviourism, modelling, stimuli-response, employability competence, impression management, faking and training.

4.0   Target group

Our primary aim with this master's thesis is to provide some academically sound background for recruiters who must make decisions about whether to use the interview or not. We hope this master's thesis will be useful for everyone who is responsible for recruitment, in both small and large companies, as well as in recruitment agencies. We also hope that our findings may be of interest to management in companies who wish to work strategically with recruitment.

It is our aim to make a small contribution to the vast amount of research that has been done, and is being done, on the job interview. Similar to many research projects, we may, however, end up generating more questions than we answer.

The job interview is a partly structured social setting with high risk, high cost, and potentially high reward. In many ways, it is a unique form of social interaction. Nevertheless, as a study of social interaction, this master's thesis may also produce some reflections for those who wish to learn more about behaviour, social psychology, interaction, and context in general as well as the job interview specifically.

Method

The choice of methods is key to developing a good academic study. The method must fit the research issue, and this is one of the reasons why many methods are customized, specially tailored to suit the topic in question and sewn with different methodological fabric from many different fields. The choice of method must also take into consideration what philosophical worldview, or paradigm, the authors are influenced by (Creswell 2012).

1.0   *Literature study*

The chosen method for this master's thesis is the literature study. To do a literature study is to compare existing research within a field in a systematic and structured way (Aveyard 2014). In a literature study, already published research is the main material for the study. Review and assessment of available research has historically been essential in gaining insight into the existing knowledge of an area. In a literature study, prior research is not only the foundation for the study, it is the material for the study. In general, a literature study should contribute to relevant research through summarizing key theories, findings and conclusions and clarifying the conclusions. The literature study can also uncover inconsistent findings and point out issues that have been inadequately explored and describe research trends. Literature studies are important because they present an analysis of the available literature. This saves the reader from having to look up and access all the literature that exists on a topic (Aveyard 2014).

In a literature review it is important that any conclusions can be seen to derive directly form the literature, and not from preconceived ideas. In this thesis, we will give an overview of what researchers have published in the field of recruitment. The aim of this paper is however not primarily to summarize the research on the job interview, but to use existing knowledge to answer the question of the job interview's value as a strategic recruitment tool. Our master's thesis therefore include research and theories from many fields. Our discussion is an attempt to point out potential links between the fields and provide a new perspective on the job interview.

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2.0   Preparing the search for literature

A major part of the literature study is searching for, and choosing, literature. For most literature studies, the researcher will have to go through a substantially larger amount of research than what is included in the final paper. Stating clear inclusion and exclusion criteria before one begins is important (Aveyard 2014). Identifying which literature that is relevant can be hard and necessitates a critical appraisal of the literature. The researcher must be aware of the pros and cons of excluding literature due to quality indicators.

The researchers must also conduct the search with a critical approach in order to rule out research of poor quality. As for other uses of research, a literature review depends on the use of valid studies that do not suffer from any bias. In our search for information for this paper, we found a large amount of research. However, the quality of the studies varied. In order to choose valid studies, we relied solely on peer-reviewed articles.

We used the research questions to guide our search for the literature review. The scope of our master's thesis was defined during the literature search. We soon came to realize that there are several research issues within the field of the job interview that needs more research. We will point out some of them in the summary part of this thesis. While defining the scope we started seeing connections to the fields we have studied before, such as psychology, sociology and applied linguistics. It became apparent to us that the mentioned fields could provide a new perspective on the job interview that could lead to a new understanding of the social interaction that takes place in the interview setting.

The question of whether to include or exclude research is always difficult to answer in a literature study. Many articles about the job interview are based on research that is either very broad, or very narrow. Some articles that could have provided interesting points to this thesis were left out in favor of sources that to a larger degree targets the specific issue of interest to this master's thesis. In this regard, this thesis is not a summary of the research within the field, but an attempt to shine a new light on the job interview based on some of the research that has been performed.

3.0   Research ethics

Most researchers would agree that research should be carried out in ways that are ethical. This means, among other, that researchers should not wilfully exploit or harm participants or coerce participants into participating (Birch, Miller, Mauthner & Jessop 2012). Ethical questions within in social and behavioural research include the treatment of the informants, informed consent, disguised participant observation, and cross-cultural research. These are issues we have not had to worry about in this thesis. The primary ethical question when one relies on others peoples work, such as in a literature study, is to be scrupulous in one's references to the literature and the research one relies on. Verifiability is a key criteria for good research in any academic work, and we have made sure that all the choices that we have made that could influence the results of this thesis are accounted for.

4.0   Researcher's bias and our own influence

Researchers could be tempted to exclude literature they do not agree with or take positions on the different literature in various ways. To have an open and curious view of the articles is important, and has been important to us during this work. We have entered the field of research open to what we would find and not aimed to prove any particular point. There is, however, always a risk that our own views may influence the selection of literature as well as which findings in the literature that we chose to rely on. When our views influence our choices unconsciously, it can be difficult to avoid. Our only safeguard is to account for every step of the search process and the writing process and the choices we have made, so that the road that has led us to our results is obvious to the reader.

5.0   Search resources

There seems to be a constant flow of research on recruiting and the job interview. We have found an overwhelming amount of articles and literature from different disciplines at universities in several countries. We have also found public documents regarding recruiting in the public sector. Numerous hits in different publications within management, leadership, and recruitment also gave several results after our searches of the main topic.

Search engines available at Nord University in Bodø, Norway, were primarily used in the beginning of our searches for sources for this paper. We then contacted several professionals at the University in Oslo and University in Bodø asking for leads in making the correct selection of literature.

Searches performed at the university library often provided hits that were not available digitally or not available at all due to cancellation of subscriptions. We decided that performing searches through the university library was an inefficient use of our time. Our conclusion was to primarily use Google Scholar as the chosen search engine for this thesis. The benefit of using Google Scholar is that all the texts that were available to us during the work with this thesis, will also be available to any person reading it. It may possible for anyone with access to the internet to perform the same searches we have. Choosing Google Scholar as our only source also comes with a disadvantage. Because many articles require that one pays to get access, our screening has been based solely on the abstracts. We have not had the means to buy articles in order to be able to read them and find out whether or not they are relevant. If the abstract did not convince us the article was relevant, we excluded it.

6.0   Introducing training and faking

During our searches we discovered two literature reviews that we have used as a base for limiting the scope of this thesis. Posthuma et al. (2002) sums up the research in the years between 1989 and 2002, whereas Macan (2009) sums up research performed in the years between 2002 and 2009. For the period from 2002 until the present day, we quickly saw the need to limit our scope of this paper to only the last years, and to a few topics within job interview research that we believe to be more relevant to our research question. These two topics were pointed out by Posthuma et al. and Macan as areas that needed more research. The topics are applicant behaviour and the effect of faking, and training.

Prior to 2009, only some research was done into faking in relation to the job interview. Macan remarks that the research on impression management has come a long way (Macan 2009), but notes that there is still much research needed to fully understand how faking can affect hiring decisions.

Within training and we have included both training of the interviewer and training of the applicant. There has been conducted several research studies on training and the evidence concerning the effectiveness of the training is varying (Posthuma et al. 2002). There is also mixed results concerning whether or not the results from training sessions can be transferred into real life situations. For this reasons Posthuma et al. suggests a meta-analysis on training.

Training and faking are both areas that need more empiric research and broader studies. This is outside the scope of this thesis. We have had to base our discussions on the research already performed on this topics. Table 1 shows what search criteria we used.

	Search words	Excluded words	Period	No. of hits
1a	faking job interview strategic hrm		2010-2015	628
2a	faking job interview strategic hrm	media	2010-2015	254
3a	faking job interview strategic hrm	"social media"	2010-2015	503
4a	faking job interview strategic hrm		2015	119
5a	faking job interview strategic hrm	"social media"	2015	72
6a	faking job interview strategic hrm	"social media"	2015	48
7a	faking job interview "strategic hrm"	"social media"	2010-2015	25
9a	faking employment interview shrm	"Social media"	2015	8
10a	faking "job interview" "strategic hrm"	"social media"	2010-2015	3
11a	faking "employment interview" shrm	"Social media"	2010-2015	13
12a	faking shrm "employment interview"	"Social media"	2015	1
13a	faking shrm "employment interview"		2015	2
1b	Job interview			2,580,000
2b	Job interview		2010-2015	319,000
3b	Job interview		2015-2016	75,800
4b	Training job interview skills applicant*	Strategy*	2010-2015	16,600
5b	Training job interview skills strategic HRM applicant*		2010-2015	11,400
6b	Training interviewers job interview strategic HRM		2010-2015	7,440

Table 1: Searches, performed in January 2016

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7.0   Search challenges

One problem with the search method we have used is that Google Scholar will give hits for the use of the word "fake" and "faking" in all contexts. For example, search number 6a in table 1 rendered a hit on this sentence: "The targeted companies did not give the authorization to mention its name in the project, so the (X, Y, Z) was used as a fake name for the companies." This has, of course, nothing to do with the kind of faking in which we are interested. Therefore, the number of hits in the table can be misleading. The table is not an attempt to show how much research has been done in this field. It simply shows why it has been necessary for us to limit our scope of this search and how we selected the articles we chose to use.

Since 2009 a lot of research has been done into the use of social media in relation to job searching and hiring. Research has examined how applicants use social media to market themselves and how head-hunters use social media to learn more about each candidate. It will come as no surprise that faking comes up in most of these papers as fake presentations of oneself and even creating fake user profiles for oneself is a common problem. This is, however, not the kind of faking we are interested in, and so, as is clear from the array, these articles had to be taken out of the search.

8.0   The final choice of literature

To get the number of search results down to a manageable number, we eventually began to only search for research done in 2015. This does, however, not mean that we have included only research published in 2015. As most researchers stand on the shoulders of others, articles written in 2015 will typically contain references to relevant research performed earlier. In choosing to limit our search in this fashion, we are choosing to rely on the thoroughness of other researchers. On the grounds of the results of the above mentioned searches, the final outlay of the theory part was decided.

9.0   Description of the theory and the structure of the theory chapters

The theory part of this thesis is divided into four parts. In the first part, we have attempted to give the reader an overview of the research conducted on the job interview in the years

between 1989 and 2009. To do this we have relied on two comprehensive reviews that cover this time span. The first article, written by Posthuma et al. (2002), accounts for research done between 1989 and 2002. The second, written by Macan (2009), accounts for research performed between 2002 and 2009. For the years between 2009 and the present date, we have not compiled an extensive account of all research. This first part of the theory accounts for the job interview's many points of interest and shows the reason why it is necessary to limit the scope of this master's thesis to only a discussion of some parts of the job interview.

The second part of the theory introduces some overarching psychological and sociological theories. It is our opinion that these provide a broader understanding of the job interview as a social interaction situated in a social context. The studies of human behaviour that have been conducted within the fields of psychology and sociology make it easier to discuss and understand the aspects that influence the interview, the interviewer, and the applicant.

In the third part, we account for terms such as *human capital, HRM* and *SHRM*. These are necessary terms to be able to understand how a company can work strategically with its recruitment, and we later discuss how the job interview can be a part of this.

The last part of the theory chapter introduces necessary terms for the understating of the main discussion issues of faking and training. Because the focus of this thesis is not the job interview alone, but also the interview's value for strategic HRM, it has been necessary to narrow the scope of the discussion. The consequence is that we have chosen to limit the search words for the period from 2009 until 2015 to only those articles about strategic use of the job interview, applicant behaviour and faking, and the value of training. The last part of the theory chapter recounts the result of these searches.

Summary of research and research trends

Studies within the field of job interviews have been plentiful over the years, and several comprehensive reviews have been written. The research performed prior to 1989 is summarized in the 1989 article by Harris *Reconsidering the employment interview: A review of recent literature and suggestions for further research*. Harris writes that "a number of comprehensive reviews of this literature have appeared over the years, beginning with R. Wagner (1949). Since that time, there have been several others, including Mayfield (1964), Ulrich and Trumbo (1965), Wright (1969), Schmitt (1976), and most recently, Arvey and J. Campion (1982)." (Harris 1989:691). In 2002, Posthuma, Morgeson, and Campion continued Harris' work in the article *Beyond employment interview validity: A comprehensive, narrative review of recent research*. Posthuma et al. described the research trends and findings up until the year 2002. The period from 2002 until 2009 is discussed in the 2009 article *The employment interview: A review of current studies and directions for future research* by Macan. To our knowledge, no comprehensive review has been published on this topic since Macan's 2009 article.

In this master's thesis we have chosen to summarize what we perceive as the most relevant findings in the articles by Posthuma et al. and Macan. This means that we only account for the research performed between 1989 and 2009. It is our perception that this 30-year period provides a sufficient overview of the known trends within the field.

1.0   Research performed between 1989 and 2002

On the basis of 278 studies done between 1989 and 2002, Posthuma et.al. compared and summarized different research on the job interview. The table in the beginning of the article categorizes the different themes that the 278 articles fall into, under the main category job-interview. There is a large amount of research done on demographics. One hundred and eighteen of the studies have themes that fall into this category. The majority of these studies focus on personality. Seventy-seven of the remaining studies fall under the category social factors. In these studies, verbal and nonverbal behaviour, in addition to impression management, are the most studied subgroups.

Topic	No. of studies	Sub-categories belonging to the topic
Social factors	77	Interviewer-applicant similarity, applicant fit, verbal/nonverbal behaviour, impression management, information exchange
Cognitive factors	31	Decision making, pre-interview impressions, confirmatory bias, and applicant and job information
Individual difference factors	26	Applicant characteristics, appearance, demographics, disabilities, training, personality, interviewer characteristics, interviewer training and experience, recruiter behaviour, stereotypes, and expectancies
Measures	118	Constructs measured, stimulus materials/sample type, differential interviewer validity
Outcomes	30	Applicant reactions, interview goals/purpose, legal compliance issues
Articles in total	278	

Table 2: Research issues prior to 2002 (Posthuma et al. 2002:2)

1.1   *Social Factors*

Social factors involve aspects such as similarity between applicant and interviewer, applicant behaviour and applicant's fit with the company. Studies show that similarity between interviewer and applicant might outweigh the significance of sex, race, age, and attitudes. In the same way that couples or families sometimes have their own unique traits, companies might have the same. When comparing ratings of candidates within-firm and between-firms it was found that applicants from within the firm were rated higher. The research shows, however, that the rating only predicts the probability that the applicant will be invited to the second interview (Posthuma et al. 2002).

Two ways of looking at fit are either to be similar or complimentary, in other words the applicant adds something the company requires. According to Posthuma et al., there are two types of fit that lead to lower turnover. One type of fit is that the new employee matches the interviewer. The other is that the interviewer believes there to be a good fit between the applicant and the organization (Posthuma et al. 2002). Knowing that a good fit is what many interviewers are looking for, the applicant's ability to adjust to the interviewer should be of interest. This is, however, not included in any of the research listed in Posthuma et al.

According to Posthuma et al. person-job fit and person-organization fit should be viewed separately by researchers (Posthuma et al. 2002). If the interviewer first sorts out the applicants matching their own personality and then sorts out the applicants fitting the organization, they will most likely find persons who are a better match for their own personal traits than the organization's needs. In such a situation, experience and training for the actual position as more objective assessment factors, could count less in a recruitment process (Posthuma et al. 2002).

Verbal and nonverbal behaviour were examined in 36 studies since 1989. A major finding was that the degree to which the applicant perceived the interviewer as positive, negative, or neutral has an impact on the applicant. More positive nonverbal behaviours are used by effective interviewers, and applicants respond more positively to them. If the interviewer is perceived as too positive, the applicant can lose confidence in him. But if the interviewer reveals negative information, the possibility of the candidate not taking the job increases. The interviewer's task in this matter is to balance emotions, but not much research has been done on interviewers' behaviour (Posthuma et al. 2002).

The applicant depends on being seen as a good candidate for the job. One way he can do this in an interview is to adapt to the interviewer's communication style. Studies show that successful candidates balanced communication style with the interviewers when it came to domination, equivalence, and structure. When interviewers had less structure, the applicant added structure. When the interviewer talked less and took on less of a leadership role the applicant changed his part to fill this role. Research shows that this ability can play a crucial role in interviewers' evaluation of the candidate (Posthuma et al. 2002).

1.2   *Cognitive Factors*
The job interview is well suited to give a lot of different information about the candidate. Information is given both verbally and non-verbally, both consciously and unconsciously. People do not have the ability to absorb all this information in a short time. That is one of the reasons why we categorize; we have limitations as information processors (Posthuma et al. 2002). When we train and prepare for different situations it is easier to conduct the task at

hand. Research shows that interviewers who were trained to avoid rating errors spent more time on the interviews. They talked more and asked more questions (Posthuma et al. 2002).

Interview structure might be one way of dealing with a great quantity of information. It can ensure that the interviewer does not simplify the information to the degree that important information is not taken into account (Posthuma et al. 2002).

Confirmatory bias is when we selectively gather evidence to confirm our initial belief. This could be a source of error in an interview. Researchers have actually found that rather than confirming prior beliefs, interviewers disconfirmed their prior beliefs. Later studies showes that interviewers with a more positive first impression of the applicant, or prior knowledge, appeared more positive to the applicant (Posthuma et al. 2002).

1.3   Demographic factors

Applicant characteristics such as appearance, weight, clothing, and attractiveness are shown to have an impact on the job interview outcome. For example, women dressed in a dark blue suit were perceived to have more masculine traits than women dressed in a beige dress; in addition, more masculine women are offered the job they were interviewed for more often (Posthuma et al. 2002). When it comes to appearances, several studies have looked at disabilities, both physical and mental, and the timing of disclosure of the disabilities. These have shown that interviewers with lower empathy gave higher ratings to applicants with disabilities. This might come from overcompensating (Posthuma et al. 2002).

Some characteristics of the interviewer, or what he says, can influence the applicant. The likelihood of the applicant accepting a job offer decreases if the interviewer notifies the applicant of negative information about the firm. This happens despite the fact that this increases the interviewer's credibility (Posthuma et al. 2002). The same results were found if the applicant felt uncomfortable at the interview. Research has also been done on interviewer's mood. When the interviewer is in a positive mood, the interviewer rates applicants higher than average (Posthuma et al. 2002).

1.4   Training and coaching

Training and coaching of applicants has only been focused on in 16 of the 278 studies. The training varied from conversations and role play to filming with feedback. The majority of studies conducted between 1976 and 2001 showed no evidence of the applicants improving their chances of getting a job. In one study, coaching was offered to all applicants, but only given to those who actively accepted. This study showed that applicants who had received coaching performed better in job interviews. Posthuma et al. concluded that it is difficult to justify using time and money on training of candidates with little or no evidence supporting a positive effect (Posthuma et al. 2002).

Many applicants prepare for a job interview. Many try to work out which questions will be asked and memorize some answers to them. The results of training applicants for the interview setting vary. The studies performed prior to 2002 showed no evidence that applicants improve their chances of getting the job or a higher salary because of training (Posthuma et al. 2002.)

1.5   Mock interviews and other research methods

The job interview is an important meeting where both the view of the applicant, the company, and the interviewer can be affected by different parameters. Much of the research done on job interviews is, however, done with constructed situations. Hiring is important to companies, and it has proved difficult for researchers to be allowed to conduct research on real hiring situations. Posthuma et.al. critiques the mock cases and the widespread use of college students as test persons. Real life interviews with real situations such as where the applicant actually needs the job, could affect the interview results. For the interviewers the results might also change in a real life situation. In the mock interviews, nothing was risked for the interviewers. In a mock situation, traits like attractiveness of the applicant may show a bigger effect on the decision than it would have in real life. Posthuma et al. conclude that in the area of social factors and their effect on the job interview, there are many unanswered questions.

Methods for measuring have only been the focus of 30 of the 278 studies, but a lot of focus has been on the structured interview. This type of interview is perceived to give the most

valid results (Posthuma et al. 2002). Some interviewers might find an interview guide rigid, but the interviewer can change questions and focus areas while still using the guide. In that way, the structured interview is a flexible method and could fit to any job interview. One must, however, be aware that when reducing its structure, the validity might be reduced (ibid). If the applicant experiences the strict structure in the interview as impersonal, he may get a negative impression of the company. An applicant might wish to get to know the company and also get information from the interviewer. When more information about the form of the interview was given in advance, the negativity was reduced (Posthuma et al. 2002).

As for measurement methods, Posthuma et al. pointed out the need to focus on how to maintain the adaptability of the interview without reducing its validity. Maintaining the validity and still maintaining a positive or slightly neutral interaction with the applicant is also needed. There is no universal answer for how to do this.

2.0   Research performed between 2002 and 2009

For information about the research into job interviews done between 2002 and 2009 we have used the article *The employment interview: A review of current studies and directions for future research* by Macan. As we have chosen to rely on Macan for the overview of our knowledge of job interviews in the period up to 2009, the limitations of Macan's work will apply for our paper as well. We will not, in this paper, describe Macan's methodology and keyword searches. Suffice it to say that it is not very different from our own and that there is no sign that Macan has included articles written in other languages than English. Neither have we.

Macan has continued the work started by Posthuma et al. and written a review of the development within the field that happened after the Posthuma publication. Since Posthuma et al. wrote about research done on the job interview, the interest in research into the job interview has not declined. According to Macan, over 100 new articles have been written in only the six years between the articles (Macan 2009). Due to the amount of articles written on this topic, Macan has been forced to limit the scope of her article. Macan chose to focus on three areas: a) to provide the reader with a sense of the current status of research on the

employment interview, b) to examine advances made in our knowledge and note areas to be improved, and c) to stimulate research and understanding of employment interviews (Macan 2009).

Macan's examination found that many of the articles written between 2002 and 2009 focused on the interview itself and, to some extent, the interviewer. Research on the interviewer is interesting in order to answer questions related to how structure effects the validity of the interviewer's judgement. The later articles saw the interview more as a social process where meaning is constructed in the social constructivism way described by Vygotsky.

> "The first idea is the "activity-related assumption." In line with this idea, the self is no longer viewed as a passive receptor of external influences. The individual is regarded as an active participator in conceiving and shaping its own developmental course by being actively involved in a constant inter-*action* with the world." (Stetsenko & Arievitch 1997:160)

Macan has chosen to focus on the research into the way the interviewer and the candidate both participate in constructing the interview and the influence that this has on the interviewer's perceived evaluation of the candidate, the candidate's skills, and the candidate's suitability for the position (Macan 2009). This is in perfect harmony with the overarching goal of this paper, to determine whether the job interview relays reliable and valid information suited to making strategic employment decisions.

In table 3, all articles used in Macan 2009 are listed and sorted according to their main research question. The summary is made with the same categories into which Posthuma et al. (2002) chose to group their research. We have chosen to include only the studies that Macan refers to in the text. This means that the number of articles will not be representative of the number of studies performed in the years between 2002 and 2009, but this array gives a good impression of where the research focus has been in these years.

Topic	No. of studies	Sub-categories belonging to the topic
Social factors	47	Team-playing behaviour, candidate behaviour, candidate-interviewer similarity, interviewer behaviour
Cognitive factors	39	Structured interviews, the use of tests, how interviews are performed/used, job complexity
Individual factors	35	Candidate personality, gender, race, age, disabilities, etc.
Research methods	13	Measurement methods, research methods
Other factors	14	Training and coaching, The use of media
Articles in total	148	

Table 3: Research issues in the period from 2002 until 2009 according to Macan 2009

2.1   *Cognitive factors*

Many things can influence the reliability and validity of a job interview. In recent years, much faith has been put into the ability of structured interviews to cancel out many of the factors that can influence the interview (Macan 2009). Structured interviews seem to reduce the effect of the interviewer-candidate dynamic and give each candidate equal opportunity to demonstrate their skills. This is, in turn, thought to lead to better prediction of job performance. A critique of this conclusion has been that structured interviews render more measurable data and that the effect measured may not, in fact, be effect, but simply measurement error (Macan 2009). Macan also brings up the issue that there is no scientific consensus of what constitutes a structured interview (Macan 2009). The definition of structure is expanded and adapted to fit the criteria of each study. The result is that findings are not necessarily comparable.

There are primarily three components of the structured interview that have been examined: scoring-guides, note-taking, and panel interviews. Scoring-guides seem to be beneficial to control what the interviewer is looking for. This ensures that the interviewer keeps the same focus for each interview and makes the results more comparable. The value of note-taking is not, on the other hand, as high as one might expect. Macan concludes that there is no research showing an impact of note-taking on validity or reliability. Note-taking can, however, be useful from a legal aspect.

Panel interviews are interviews conducted by two or more interviewers. It is easy to assume that having more interviewers leads to higher validity as this may cancel out individual preferences. This is, however, not necessarily the case. Studies show that preferences apply also within the panel and, according to Macan, not enough comparable research has been conducted to conclude that panel interviews increase reliability and validity. Research performed by Btrek and Motowidlo suggests that there are other measures that can ensure validity just as well, or even better, than using structured interviews (Macan 2009). One such measure is to require that the interviewer justifies their procedures and evaluations after each interview. Knowing that you are expected to account for your conclusions may lead to interviewers using a more methodical approach to the interview.

As mentioned previously, the use of structured interviews has increased as they are perceived to give more reliable information about the candidate. This is not as straight forward as one might expect. Whether structured interviews provide more reliable information depends on what information one is looking for. For instance, not surprisingly, research shows that higher level of structure in an interview leads to lower ability to measure the applicant's cognitive ability (Macan 2009). Macan remarks that it would be possible to construct an interview guide that is designed to render information about a candidate's cognitive capacity, but most interviewers tend to rely more on personality tests for this information.

2.2   Social factors

Measuring personality in interviews is not impossible. It is, however, ridden with potential error sources. For instance, interviewers tend to make up their mind on a candidate's personality based on their holistic impression of how the candidate acted throughout the interview. This relies heavily on recollection and the interviewer's personal preference. Research by Middendorf and Macan suggests that one will get a more valid result if the interviewer evaluates the response to each question consecutively and makes a note (Macan 2009). Getting a correct impression of the candidate's personality can also be difficult because many candidates mimic the behaviour and personality of the interviewer, or simply just respond like a job applicant rather than being themselves (Macan 2009).

There are a number of different traits, skills, and capacities in an applicant that an interviewer will attempt to map. The question is what knowledge is actually possible to get from an interview. Some studies have attempted to show that interviews are well suited to gain information about a candidate's counterproductive traits. This can include bad habits or personal issues, such as drug abuse or depression. According to Macan (2009), none of these studies have succeeded in showing that an interviewer will reveal such traits in an interview. Much of the research performed within this field has focused on describing what the job interview measures.

2.3   Individual factors

Many studies have been conducted on the effect of age, gender, obesity, disability, race, pregnancy, and other demographics on the interviewer's evaluation of the applicant (Macan 2009). These are all factors that potentially can get in the way of making a good strategic hiring decision. There is, however, no evidence that they have any direct effect on strategic hiring; they will, therefore, not be further commented on in this paper.

Applicant behaviour is of great interest in this paper, and we see the potential for massive influence on the ability to do strategic hiring. According to Macan (2009), there is consensus among researchers that applicant behaviour affects the decisions employers make in hiring situations. There is, however, no consensus on what effect it has. Based on the research that has been done so far it is not possible to say what traits in applicant behaviour lead to what effect on employers' decisions. Nevertheless, applicant behaviour can be a source for potential misgivings in the evaluation of an applicant. However, Macan's research cannot tell us what this might mean for strategic hiring.

The most prominent reason why applicant behaviour is of interest in this paper is the possibility of faking. Faking occurs when an applicant alters his or her behaviour in order to make a better impression on the interviewer in a way that is unnatural to them or that does not correspond with their normal behaviour in order to increase the chances of being selected for the job. One way applicants can fake behaviour is by mirroring the interviewer. To some extent, we all do some level of faking in an interview setting. We are eager to please and to be

perceived as the right person for the job. Levashina & Campion (2006) define faking as "a) information that is added, b) information that is omitted, or c) information that is invented". When we use the word "faking" in this paper we are not talking about smaller changes in behaviour that occur naturally because of the context. We use the word "faking" to describe only those cases where the applicant, with intent, consciously alters his or her behaviour to please the interviewer in a way they themselves would characterize as unnatural, or answers questions untruthfully.

2.4   Trends

According to Macan's (2009) research, the trends within interview research in the 21st century have primarily included structured interviews, tests, the effect of applicant demographics, applicant behaviour and faking, and the value of coaching and training.

Structured interviews have been perceived to yield a more valid and more reliable picture of a candidate than research shows they can. Most HR professionals have, therefore, relied heavily on the structured interview as a tool for valid assessments of the applicant's potential. Macan's review of the research shows that one of the reasons why strategic interviews have been thought to give more reliable data is that they produce more easily measurable data. More research should be done on whether structured interviews really are a more valid way to perform job interviews than unstructured interviews. Since there is no research to support this claim, there is no reason to favour structured interviews in regards to strategic hiring when it comes to validity and reliability. It is, however, possible to see the value of structuring the interview to provide other advantages in making an informed decision.

The use of cognitive tests to strengthen the job interview has also been a trend. In response to this trend, Macan remarks that although you can examine more factors in a test than you can in a job interview it is quite possible to design a job interview that will give equally reliable information about the cognitive traits of an applicant as a test will. Using tests is often very resource costly both in terms of money and time. A well thought-through job interview measuring a few relevant cognitive traits may perform just as well and be a more rational choice.

Applicant demographics are, as mentioned earlier, deemed to be outside the scope of this paper. Applicant behaviour and faking, on the other hand, are of great interest. Although Macan is unable to conclude in what way applicant behaviour and faking affect hiring decisions, it is clear that being able to get a truthful and trustworthy impression of a candidate can be important when making strategic employment decisions.

Interviewer training can make interviewers better able to make targeted interview templates and to interpret answers and behaviours in relation to the company's strategy. Applicant training can also lead to a more valid result because it can downplay the influence of anxiety.

2.5   *Summary of research in the years between 1989 and 2009*

The field of job interviews is difficult to research as true hiring situations are not made available to researchers. Posthuma et al. point to the many potential sources of error the fake interview settings provide and conclude that the job interview is still in need of much research in order to be able to make conclusive statements about its validity.

That the interview still needs much research is also the conclusion of Macan. According to Macan, the way research on the job interview has been sculpted has not been the most efficient way to develop the interview as a recruitment tool. Macan suggests that instead of asking what the job interview can measure, one should decide what information one needs to gain from the job interview and test whether it can be used to deliver this information (Macan 2009). Some research suggests that businesses that can agree on no more than three crucial traits for an applicant to measure in an interview can develop interview guides that ensure that they gain information about these traits. Several questions are, however, needed to get reliable answers on one topic so the number of traits one wishes to explore must be limited (Macan 2009).

In the following paragraphs, we will try to illuminate the main findings from Macan and Posthuma et al. with some leading theories from sociology and psychology. We believe the viewpoints provided by these fields may provide a broader understanding of how it may be possible to ensure quality in the interviews and the interpretation of the results.

Psychosocial backdrop

According to Passer and Smith, "Psychology is the scientific study of behaviour and the factors that influence it" (Passer & Smith 2001:20). In the situation of the job interview, psychology can be used to understand how and why applicants and recruiters behave as they do. We can use psychological theories to predict how the persons in the interview will act, with conscious and subconscious actions. Atkinson, Atkinson, Smith, Bem, and Nolen-Hoeksema's 2000 book *Hilgard`s Introduction to Psychology* is a recognized textbook in psychology. The value of this book to this paper is primarily its descriptions of different learning strategies and behavioural training.

Organizational psychology is affected by theories in social psychology. Atkinson et al. (2000) defines social psychology as "The study of how people think and feel about their social world and how they interact and influence one another" (Atkinson et al. 2000:710). Sociology, together with theory about evolution, has played a part in the development of social psychology (Hewstone & Stroebe 2001). A definition of sociology is "The social science dealing with social systems/structures such as social relationships, social institutions, whole societies" (Hewstone & Stroebe 2001:7).

The view of the job interview as a social interaction where meaning is negotiated between people in reciprocal actions (Stetsenko & Arievitch 1997) may provide new answers to some of the questions raised by earlier research. The theory of social interactionism is a continuation by Lev Vygotsky of the main points within social constructivism (Stetsenko & Arievitch 1997; Hewstone & Stroebe 2001; Passer & Smith 2001). Social constructivism maintains that human development is socially situated and that our reality and our perception of reality is constructed through social interaction with other humans. One consequence of this view is that the way we perceive social situations and our own roles in these situations is subject to negotiation, and there can be many different roles available for the persons involved dependent on the situation.

Presenting a different version of yourself dependent on what situation you are in is not a new concept. Goffman described this as impression management in his 1959 book *The*

presentation of self in everyday life. In this book, Goffman coins certain terms to describe how we present ourselves and how contexts influence our behaviour. We have found that this framework still is a valuable toolbox of terms.

1.0   Psychological theories

The field of psychology contains many theories on why people behave as they do and what influences our choices. Studies show that theories such as behavioural learning theory, theory of planned behaviour, social cognitive theory, and coping theory affect the job search from the applicant's side (Liu, Huang & Wang 2014). Although these theories are several decades old they are still valid and standing theories within psychology and provide a relevant theoretical backdrop for understanding applicant behaviour in the recruitment process.

1.1   Motivation

Motivation helps us act on our feelings. The motivation for performing well in a job interview might be higher for the applicant who has no job than the applicant applying only to check his employability radius. Atkinson et al. state, "Motivation is a condition that energizes behaviour and gives it direction" (Atkinson et al. 2000:348). There is a strong correlation between how much experience a candidate has in the interview setting, self-efficacy, and his motivation for the interview and the ratings interviewers gives the candidate after the interview (Huffcutt 2011).

2.0   Behavioural learning theory

Behavioural learning theory describes how stimulus affects the organism and creates a response (Atkinson et al. 2000). Figure 1 shows how an action affects an individual and provokes a given behaviour.
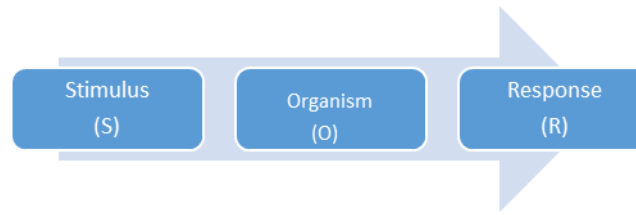
Figure 1: Stimuli response model (Passer & Smith 2001:233)

In an interview, a comment from the interviewer might be a stimulus that influences the applicant to answer in a certain way. If the interviewer gives a different stimulus to different candidates, the settings of the interview will not be the same. The problem with this is that when candidates are not given the exact same conditions, they do not receive the same opportunity to show their skills and fit for the job. This, in turn, prevents the interviewer from getting the data he needs to make a valid evaluation of the applicant's fit. If the interviewer's data is not valid, it is difficult to ensure that the right person is hired, and costly mistakes can be made.

2.1   The theory of planned behaviour

The theory of planned behaviour was coined by social psychologist Ajzen in 1985 and has its roots in the theory of reasoned action. How an applicant will behave on the job interview is a result of his basic intentions and attitude. But the a priori feeling does not have to be the exact same as the outcome, the action in the interview. An applicant's intention is in this regard crucial and is affected by his perceived behavioural control: if he feels as though he can perform the way he intended (Ajzen 1985). This theory states that if a person's belief is that his significant other would like him to show certain behaviour, and he agrees that this behaviour is positive, it will lead to higher motivation to perform that action (Ajzen 1985). This suggests that if an applicant perceives that a certain behaviour is desired by the interviewer, the applicant will likely perform according to this. An applicant will most likely be sensitive to the behaviour the interviewer is looking for. This can be a potential source of misinformation about a candidate and make successful strategic hiring more difficult.

The Canadian psychologist Albert Bandura developed the social cognitive theory (Passer & Smith 2001). According to Bandura the environment can affect our behaviour. The behaviour could in turn affect the environment in a circular process.
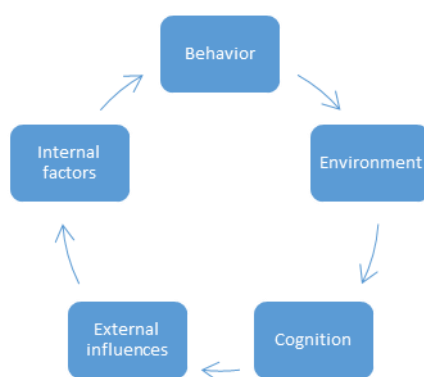
Figure 2: Circular process of behaviour and environment
(Inspired by Atkinson et al. 2000:466)

When a person faces a problem, the person pictures the possible outcomes and the probability for the different outcomes (Atkinson et al. 2000). He then sets a course for reaching the desired outcome. Our experiences affect our choice of behaviour for the future, and our behaviour originates from our self-regulation. Observation, reading, or hearing about how others behave is one of the ways we learn how to behave. Social cognitive theory states that we do not need to have performed the behaviour ourselves, but we will memorize it and use it when needed in the future. This also depends on the person's capacity to remember and use this knowledge (Atkinson et al. 2000). This implies that experiences from earlier job interviews affect the way a person behaves in future job interviews. If a candidate relies more on experience than input given in the actual situation, he may give the wrong response to the given stimulus.

Bandura's claims receive support in the social learning theories of psychologist Walter Mischel. Mischel describes how cognitive variables lead to individual differences in behaviour (Atkinson et al. 2000). A person's experiences will, for example, affect how he perceives different contexts and situations. Cognitive variables in combination with the situation at hand will affect the person`s reaction. The outcome of a certain situation is hence dependent on the persons in the situation. Each actor may act out a different scene within the same context. This is illustrated by figure 3.
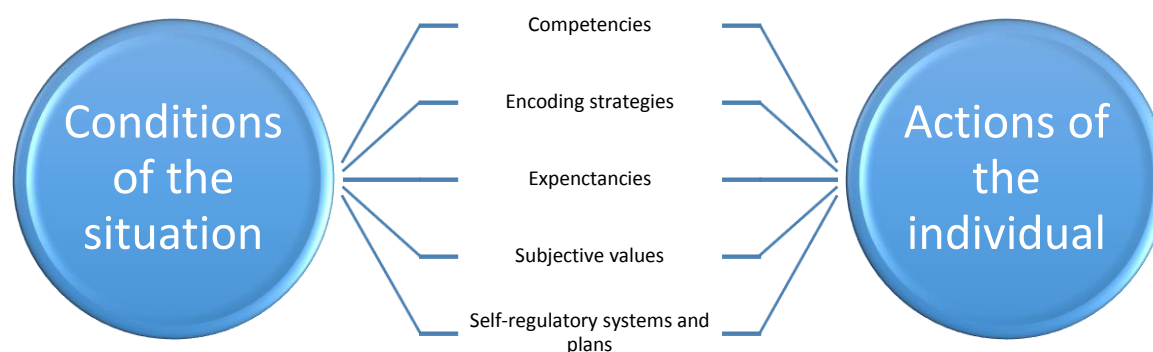
Figure 3: Actions affected by different conditions (Inspired by Atkinson et al. 2000:467)

In a job interview, the interviewer will so what he can to ensure that the interview setting is as similar as possible for all candidates. The interviewer does this to give the candidates equal opportunity to show that they are the right person for the job. Even if the conditions that the interviewer can control are the same for every candidate, their response to the conditions may be very different. The applicants' personal traits and experiences will affect how the applicant interprets the interview situation and the actions the applicant makes in the interview setting. This may indicate that it is very difficult to ensure that every candidate is given the same opportunities, and raises the question of whether the interviewer's evaluations can be valid if conditions are not the same for all candidates.

2.2   Modelling

People can learn new behaviour and change their existing behaviour when observing others. Within psychology, displaying certain behaviour in order to teach others how to behave in similar situations is called modelling (Atkinson et al. 2000). People can learn new behaviour from both live and on-screen models. In the field of psychology, both of these methods have proven to be effective when it comes to reducing anxiety problems and learning new tasks (Atkinson et al. 2000).

One way of rehearsing a situation is role-play based on a modelled situation (Atkinson et al. 2000). An example of this is in the context of therapy, in which the therapist will practice live situations that evoke anxiety for the client. The situations could vary from asking a person out for a date to attending a job interview. The next step for the client, after having practiced in

the safe environment with the therapist, is to try the practiced strategies in real life situations. This direct practice of concrete situations is called assertiveness training and is a form of behavioural rehearsal (Atkinson et al. 2000).

According to traditional behavioural psychology, the learned behaviour needs to be reinforced to be successful (Passer & Smith 2001). Positive feedback is a form of reinforcement. Bandura's theory on social cognition states that information about and understanding of the function of one's action is sufficient for it to be used in a later situation. Consequences seen today can change the way one acts later cognitively. One does not have to use the experience right away to get a useful effect from it (Atkinson et al. 2000).

3.0   The Hawthorne effect

The Hawthorne effect, or the observer effect, suggests that employees perform better when they know they are observed. The term originates from a study performed at Hawthorne Works in Chicago, Illinois in 1924. The main study, performed between 1927 and 1933, showed that when workers know they are observed, production increases (Wickström & Bendix 2000).

The two researchers who gathered the main data of the studies, Roethlisberger and Dickson, argued that the relation between the employees and their leaders had a significant effect in the increased production. The effect is comparable to the placebo effect (Passer & Smith 2001). This was the basis of what is called the human relations school of management (Wickström & Bendix 2000).

> "If a human being is being experimented upon, he is likely to know it. Therefore, his attitudes toward the experiment and toward the experimenters become very important factors in determining his responses to the situation." (Wickström & Bendix 2000:364)

After the initial study, several studies have been performed attempting to figure out if there really is a Hawthorne effect. Wickström and Bendix (2000) argue that it is not necessary to call what happens when people react in situations with others an effect. While it could be that the Hawthorne effect occurs in certain contexts, it does not automatically happen in other

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situations. There are several other explanatory models such as positive attention, salary, and not being punished (Wickström & Bendix 2000).

In a job interview, the candidate knows he is being observed. It is even safe to claim that the entire purpose of the job interview is to observe the candidate. The results of the Hawthorne study can suggest that this may lead the candidate to behave differently from his normal behaviour.

4.0   Impression management and the theatre metaphor

The term *impression management* is attributed to the sociologist Erwing Goffman. In 1959, Goffman's book *The presentation of self in everyday life* was first published. Despite being almost 60 years old, which is old in the field of communication and sociology, the book still provides a good framework for understanding the concept of faking in job interviews. Goffman used terms from the world of the theatre to describe the different presentations we make of ourselves. Goffman made the distinction between front-of-stage behaviour and backstage behaviour (Goffman 1959). Front-of-stage behaviour is the personality we present on a first encounter with a new person or in formal settings. The front-of-stage behaviour ensures that the people we meet get the impression of us that we desire. There can be many reasons why a person may act one way or the other when he wishes to give a certain impression. The key point of the front-of-stage behaviour is to stay in control of other people's impression of you.

> "He may wish them to think highly of him, or to think that he thinks highly of them, or to perceive how in fact he feels towards them, or to obtain no clear-cut impression; he may wish to ensure sufficient harmony so that the interaction can be sustained, or to defraud, get rid of, confuse, mislead, antagonize, or insult them. Regardless of the particular objective which the individual has in mind and his motive for having this objective, it will be in his interest to control the conduct of other, especially their responsive treatment of him." (Goffman 1959:15)

It is not uncommon to hear said of an unpleasant person that he or she is very nice once you get to know them. This is one illustration of Goffman's claim. A person can act and behave in one way while they are on the front of the stage; they can be very different when they are backstage. Backstage includes the social situations where a person is surrounded by friends, family, or other persons they trust. A person who is very dominant and talkative in front-of

stage settings may take a very modest role when he is backstage (Goffman 1959). It is easy to conclude that this happens because it is easier to relax among friends and family. But why does relaxing change one's personality? The answer is that it does not. What changes is the person's need to give a certain impression of himself. Among friends and family who already know who you are, most people will not think too much about what impression they are giving. Among strangers, however, most people will be very aware of their impression, and this may lead them to act differently.

For some people the front-of-stage personality can become so much more favourable than the backstage personality that they will choose the front-of-stage personality in all social encounters. For some this may lead them to start believing in their own act (Goffman 1959). This raises the question of when altering behaviour is simply impression management and when it is faking or lying. Humans do, after all, accept, and sometimes desire, to be deceived. It depends on the context. Performers do not lie; they just act (Goffman 1959).

A job interview, will almost never give you a full picture of a person because they simply do not last long enough. The job interview cannot venture deeper than the first impression. Although many people hold the first impression to be a reliable source of information, it does not give a full picture of who the person is.

> "Many crucial facts lie beyond the time and place of interaction or lie concealed within it. For example, the 'true' or 'real' attitudes, beliefs, and emotions of the individual can be ascertained only indirectly, through his avowals or through what appears to be involuntary expressive behaviour." (Goffman 1959:13-14)

Goffman makes a distinction between two radically different forms of sign activity; one is the expression that a person gives, and the other is the expression a person gives off (Goffman 1959). The first consists primarily of verbal signals in speech. The other contains a wide range of actions that the person may not even be aware of doing. Both verbal and non-verbal signals can be good indicators of faking. As will be discussed later, an interviewer should pay close attention to changes in these.

5.0   Summary of psychosocial theories

The psychosocial theories described here display the way we are all affected by the other persons involved in a conversation. According to behavioural learning theory, the stimulus we are given is instrumental for the response produced. This is not only true for the stimulus we have been given, but also for the stimulus we think we will be given. From planned behaviour, we learn that an assumption about what kind of behaviour the other person will prefer has implications for how the first persons chooses to act. This implies that we need to have information about typical patterns of reaction in order to reduce the risk for wrong interpretations of the candidates for a job.

Every job interview is unique, as it is the product of a negotiation between the candidate and the interviewer. This makes ensuring that every interview is conducted similarly, difficult. Modelling is a way of preparing for the job interview, but it is also a way of preparing to be able to do faking in the job interview. Candidates that are trained in psychosocial negotiation may do better at job interviews because they operate the social tools with less stress.

The negotiation perspective also means that the interviewers must be very aware of their own influence on the interview. As a result of social cooperation, the interview must be seen in its correct social context (Stetsenko & Arievitch 1997). This has consequences for all the interactions between the candidate and the company that is hiring, especially for the time the candidate and the interviewer spend together before and after the interview.

Although the job interview is a negotiated social interaction, it is a type of social interaction that follows stricter rules than many other interactions. It is also an interaction that gets a lot of direction from the interviewer. This may encourage the applicant to bring his front-of-stage personality to the interview rather than his backstage personality. This is not necessarily a problem for the interviewer, but the personality perspective of Erwing Goffman sheds light on a potential source of error and should be taken into account by the interviewer.

Human capital and strategic human resource management

In an increasingly complex world, the challenges facing those who work with Human Resource Management (HRM) are greater than ever (Abraham, Kaliannan, Mohan, & Thomas 2014). That there is a proven relationship between the work a company does within HRM and the overall performance of the company is now widely accepted among researchers and HRM practitioners (Beer 2015, Kaufman 2015). This recognition of the importance of HRM will likely give the HR manager more influence in the company, but it is just as likely that it will also lead the higher management to expect measurable outcomes from the HRM processes.

Jiang, Lepak, Hu, and Baer (2012) describe how human capital leads to financial outcome and how important the HR department is in cultivating this value. According to Jiang et al., a company whose HR department is thoroughly included in developing and implementing the company's strategy will, in most cases, benefit financially from this decision.

In the end, all processes in a company must lead to a better financial outcome in order to survive. The processes that do not generate an increase in financial outcome are often eliminated. The hiring process is no exception. The stakeholders expect the job interview to deliver a better result than making hiring decisions without the aid of the interview. The perspectives of HRM and Human Capital theory describe how companies can benefit financially through regarding employees as an asset and working strategically to cultivate them. This is a necessary foundation for realising the benefits of strategic hiring decisions. In this chapter we describe the basics of the HRM field and the development of the strategic mind-set within HRM, called SHRM.

1.0   Human capital

The significant amount of research done on the job interview includes studies on how human resources (HR) can assist companies in reaching their goals (Jiang et al. 2012). There is clear evidence for a relationship between HR and positive outcomes for the company (Jiang et al. 2012). The outcome has been categorised into three areas: financial outcomes, operational outcomes, and HR outcomes (Jiang et al. 2012). As much as 40% of employers find it

difficult to find and hire the right candidate (Ployhart 2006). This can be a sign that managers are taking recruitment seriously. Studies have revealed a gap between what academic studies show is the best candidate for the job and what managers believe is the right candidate for the job (Ployhart 2006). One way for a company to get a better result is to ensure conformity between the goals of the company and the way the employees act (Jiang et al. 2012). A company staffed with sales-persons might have less need for an introvert employee with a fear of speaking with strangers than a bold and outgoing person. Another way to get a better result is to use the behavioural perspective on HR.

The behavioural perspective of HR practices develops positive, desirable actions and behaviours from the employees. This leads to the company performing better and reaching their goals (Jiang et al. 2012). To use a behavioural perspective means to use HR practices to identify and utilise productive behaviour from employees in order to reach the company's goals. It is a view focusing on the human capital in the company. This behavioural view is in contrast to other foci such as the resource-based view that focuses less on the employee's behaviour and more on the knowledge in the company."[...] HR outcomes are viewed as a critical path from HRM to operational and financial outcomes" (Jiang et al. 2012:1266). Still, it is not clear what would be the best way of combining the different angles to get the best possible outcome for the company (Jiang et al. 2012).

1.1   *Development of the company's human capital*

Human capital is related to the knowledge that the employees possesses. The knowledge achieved in one company might be company-specific and not as highly valued in other organizations (Jiang et al. 2012). This means that if an employee leaves the company, the knowledge he has gathered in his current job might not be as highly valued in his next. This is one reason why qualified staff stay in the company they are hired in (Jiang et al. 2012).

Human capital leads to productivity, but only if the employees let it happen. From the behavioural perspective, the employees' human capital will not be realized if the employees do not want to use their capabilities (Jiang et al. 2012). To make the employees willing to contribute to the company's growth is essential for the HR department. An effective HR

department can create increased productivity, which might lead to better results for the company. There is a link between high-performance work systems and operational outcomes (Jiang et al. 2012). If employees are positive in their work, want to take their share of the load, and feel like their managers are supportive, their positive attitudes will contribute to the outcomes of the company (Jiang et al. 2012). Most companies will one day have to face a situation where a very qualified employee needs to be replaced. In situations like this, the company stands to lose human capital. In this regard, having voluntary turnover is negative, but some research has come to the conclusion that some degree of voluntary turnover is positive (Jiang et al. 2012).

Jiang et al. (2012) have concluded that there is a link between skill-enhancing HR practice, motivation enhancing HR practice, and financial outcomes. This means that the HR department can build human capital that is important to the company. At the same time they can affect the employees with the behaviour desired in that specific company (Jiang et al. 2012). If the HR department has a focus on recruitment, selection, and training of employees, they can contribute to financial outcomes. The same goes for focusing on already hired personnel. The HR department needs to make the employees' jobs meaningful, involve them, make them active in decisions regarding themselves, and give them a reasonable salary (Jiang et al. 2012).

Skill-enhancing HR practices ensure that the employees have the skills needed to do their job (Jiang et al. 2012). This is achieved by strategic recruiting, good selection, and proper training of the correct persons. There are two ways that skill-enhancing practices can contribute. One is in the recruitment process. The other is by working with the already hired staff to improve their skills. AMO is an HRM model that describes that the way the employees act originates from his Ability (selective hiring and training), Motivation (salary, working hours), and his Opportunity to perform. With a focus on these three aspects, managers can maximize the performance from their employees (Jiang et al. 2012). There is a lower turnover rate when these three foci are implemented in a company (Jiang et al. 2012). One reason might be because they have been so dedicated to their job and have so much invested in it that they will stay at the company they have come to identify with. Another company might not give them the same work frames.

2.0   Strategic human resource management

Certain knowledge and experience is in demand, and the best candidates will have several job offers to choose from. This means that recruiters must work hard to attract the most sought after competencies (Abraham et al. 2014). The job of the recruiter is not simply to find the person that at the moment is best suited for the position in question. Work force turnover is a major expense. Highly educated new hires are shown to have a negative impact on a company's productivity in the short run, but a positive effect in the end (Maliranta & Asplund 2007). The recruiter must find the person who is not only a good match for the position in question, but also he must plan for the future. He must recruit the person who will serve the needs of the company in the end. He must find a person whose long-term plans, hopes, and wishes for the future align with the direction of the company, and can have a fulfilling career within the company for years to come.

> "Recruiting and selecting the right candidate is not just based on competencies but also the value, uniqueness, motivation, and commitment portrayed by the candidate within the HR architecture." (Abraham et al. 2014:2)

The recruiter must consider many aspects of the employment in order to find the right candidate. Most importantly, he must plan ahead and perform Strategic Human Resource Management (SHRM). "HRM is the generic process of managing human resources in all types of organizations, and SHRM is the equally generic strategic alignment and functional integration of the HRM system." (Kaufman 2015:393)

According to Kaufman (2015), strategic HRM originated from two books both published in the mid-eighties. The two books are called *Strategic Human Resource Management* by Charles Fombrun, Noel Tichy, and Mary Anne Devanna and *Managing Human Assets* by Michael Beer, Bert Spector, Paul Lawrence, D. Quinn Mills, and Richard Walton. Both books were first published in 1984 and contributed to the founding of a new direction within management studies. *Managing Human Assets* grew out of a several-year project to design a new *integrative-style HRM* course for the Harvard MBA program (Kaufman 2015). In the books, new ideas on human resource management (HRM) are presented, such as HRM being the responsibility of the whole management, not only the HR chief, and the fact that HRM

decisions interact with most other decisions in the company (Kaufman 2015). These ideas may have been seen as radical for business directors in the eighties. The need to make personnel policies an integrated part of a company's competitive strategy is likely to have been a new concept for many.

The fact that the start of strategic HRM came about in the 1980's is not a coincidence. American companies were losing competitive advantage to foreign companies primarily in Germany and Japan. The reason for this was thought to be poorer utilization of human resources (Kaufman 2015). Especially for the Japanese, the HRM model had a longer-term view for each employee and focused on developing the employee's skills and knowledge in accordance with the company's long term needs. Instead of seeing personnel as a resource that the company has vast access to and can replace at a low cost, the books argue that personnel are an investment and should be treated as such. A key element in doing this is keeping the employees satisfied. In *Strategic Human Resource Management,* the authors argue that all employment relationships fall along a continuum between conflict and cooperation. Strategic HRM cannot put all companies at the high end of this continuum, but focusing on better HRM can improve performance wherever the firm is located on the continuum and encourages firms to work toward a balance by redesigning their systems (Kaufman 2015).

2.1   *Benefits of using SHRM*

As mentioned, SHRM introduced cost reduction through viewing employees as strategic investments. Both books argued that "if properly motivated and trained, employees willingly take on greater self-regulation of work, allowing companies to reduce expensive managerial staff and supervision and alienating HR control devices" (Kaufman 2015:393). In addition to reducing the need for management and controlling of the staff, SHRM also focuses on the relationship between a company and each individual employee.

> "The high morale and commitment that unleashes the desired employee behaviours in a transformed work system are elicited by giving employees greater influence and voice, opportunity for self-direction, and long-run stake in the success of the enterprise." (Kaufman 2015:394)

The purpose of this is to make each employee feel personally invested in the company and the company's success.

Persons with university education are better at learning new skills (Maliranta & Asplund 2007). They may also make the other employees more susceptible to new technologies, among other things. This can mean that persons with university education may have a longer stay in the business because they can adapt with the firm's changing needs. If so, hiring such persons may be more strategic than hiring others.

2.2   *The relationship between SHRM and the job interview*

Implementation seems to be the Achilles heel of many strategy processes. Many companies use a lot of time and resources analysing and planning strategy, whereas very little time and energy are used implementing the strategy (Kaufman 2015). Implementation means that the strategy is adopted by the employees and used as a directing tool in daily work situations. Personnel management is a key factor in strategy work and should be incorporated in strategy work. "In achieving a firm's competitive advantage it would be sensible to find a fit between firms' 'business and HR strategies'" (Abraham et al. 2014:3).

In order to use the job interview to make strategic hiring decisions, the company must recognise the employees as a resource, choose a recruitment strategy that cultivates this resource, and have a strategy for their HRM-work that incorporates recruitment and promotion. These factors are the starting point of a company's SHRM-work. With this in place, a company's leaders and HR personnel may ask the question of how they can ensure that the right person is hired and whether the job interview is the right tool for them. In the following chapter we will look at some of the job interview's strengths and weaknesses that companies should know about before they decide upon using the job interview.

Training, faking and strategic recruitment

Looking at the amount of research performed on the job interview between the years of 1989 and 2009, there can be no doubt that the job interview's fundamentals are of interest to many. The variety of topics to investigate within the area of the job interview are many (Posthuma et al. 2002; Macan 2009), and before we venture into the discussion part of this master's thesis it is necessary to narrow the scope.

On the basis of our searches described in the method chapter, we have chosen to look more at the areas of training and faking. Training and faking have in common that they both can influence the interviewer's impression of the candidate. Training can make the applicant more relaxed and increase his self-efficacy. Faking can prevent the interviewer from getting to know the applicant and learning about his or her character. Faking and training are not the only sources of misinformation possible in an interview, but they are both potentially misleading enough to be seriously considered by anyone who is looking to make strategic hiring decisions. In order to understand what these two terms entail, we have made a selection of articles that either highlights these terms and their consequences, or provides useful frames within which to discuss the terms.

The articles that we have chosen are divided into three main groups. The first group is about the applicant's self-confidence and how training can affect it. It texts by Passer and Smith (2001), Shantz and Latham (2012) and Tross and Maurer (2008). The articles account for the meaning of self-efficacy, ways to train to increase self-efficacy, others ways of training and the value of being prepared for the job interview.

The second group of articles is about faking, looking for the right fit, and detecting untruthful behaviour. This part contains articles by Gierlasinski, Nixon, and Nimnicht (2010), Wolfe (2015) and García, Posthuma and Colella (2008). In this part, we define faking, faking detection through the use of unusual item responses, fit perceptions, and interview techniques.

The third part is about strategic recruitment and regarding employees as a resource to be cultivated. This part contains articles by Sonnenfeld and Peiperl (1988), Wentzel & Miele

(2009), Thijssen, Heijden & Rocco (2008) and Lynd-Stevenson (1999). These articles are about the different recruitment strategies that are available to a company and the consequences of employment strategies on a societal level as well as on the individual level. This part also account for how a company can work to develop the employability of their employees and how the future employment status of a person can be predicted and influenced both by the person himself, and the company he is working for.

1.0   *Training for the job interview*

As of 2011, there were no sure findings of how interview experience affects how applicants are rated (Huffcutt 2011). Studies do, however, show that in a comparison between candidates that had participated in a program of interview training and candidates that had not, those who have had training come out on top (Huffcutt 2011). How the candidates perform on the job interview seems to have a substantial effect on the rating from the recruiters. Based on this, some might argue that interviews provide solid results and that appearances does not affect a person's chances of getting the job. Still, studies find that recruiters are influences by demographic factors (Posthuma et al. 2002; Macan 2009). The same goes for how extrovert and verbal the candidate is, even if the job itself does not require these skills (Huffcutt 2011). This implies that training is a good investment for applicants. There are, however several ways of preparing oneself.

1.1   *The value of preparations*

A good performance on the job interview may be critical. This applies not only to the applicant, but also to the organization performing the interview. The organization needs a method that is suited to ensure that the best candidate will be offered the job and that the organization's investment in the selected person will pay off (Tross & Maurer 2008). Tross & Maurer (2008) conducted a study to examine the effect of information about different aspects of the interview and a candidate's ability to prepare for the interview on the applicant's self-efficacy. Participants in the study were assigned to one of three experimental groups or the control group and were given different coaching and different access to information.

In the first group, the participants were only given basic information about the interview set-up. In this group, the coaches gave the participants a generic overview of the most common ways companies recruit new staff. In addition, the coaches explained how widespread the use of the selection interview is and why this method is so popular. When participants are prepared for the tasks they will be given in the interview, they do better with these tasks. To be prepared for the content is not the same as knowing exactly which questions the interviewer will ask, or exactly which focus the interviewer will have (Tross & Maurer 2008). Preparing for the content will, however, make a candidate more familiar with the contextual setting and can make it easier to provide the correct response to a given stimulus. Preparing for the job interview is easier when one knows how an interview is structured. Structured interviews are quite common, which makes it sensible to prepare for this type of interview (Tross & Maurer 2008).

In the second group, the participants were given basic information as well as awareness-based feedback. The participants gained a more thorough understanding of the interview, both the process of the interview and the content of it. The participants got more interview knowledge as a result (Tross & Maurer 2008).

In the third group, the participants were not only given basic knowledge, awareness, and skill-based feedback, but also they received training. The participants practiced skills and got feedback on their behaviour through different strategies such as modelling. This was the most comprehensive training in the experiment (Tross & Maurer 2008). Using social skills to communicate is important for the outcome of the interview (Huffcutt 2011). Knowledge about the job also tends to correlate higher with interview ratings than mental ability (Huffcutt 2011).

When Tross and Maurer did their research in 2008, little research had been done on the effect coaching can have on structured experience-based interviews (Tross & Maurer 2008). Their study expands on earlier studies and their limitations. Campion and Campion's 1987 study found a positive effect, i.e. a higher level of self-efficacy, with their interviewee coaching program. The program did not, however, lead to an increase in actual job offers (Tross &

Maurer 2008). An increase in self-efficacy is also a focus in Tross and Maurer`s study. They found that more comprehensive coaching leads to higher efficacy when it comes to the job interview. In addition, they found that it leads to lower anxiety levels during the interview. They defined interview anxiety as a feeling of apprehension and tension resulting from participation in the interview (Tross & Maurer 2008).

> "Anxiety reflects an individual`s feelings that something may go wrong, that outcomes may not be successful, ant that performance failure or embarrassment may be experienced." (Tross & Maurer 2008:593)

The most comprehensive coaching, which was given only to the third group, did not have an impact on anxiety, but did have an effect on self-efficacy and interviewee knowledge. In both group two and three participants had more interview knowledge than the control group. The study showed that there is a relationship between the participant's knowledge and whether or not the participant is perceived as organized with thoughtful answers. The group that got the most comprehensive coaching was also the group with the highest interview scores. Based on this, coaching has an impact on the performance in the interview (Tross & Maurer 2008).

1.2   Believe in yourself

When it comes to believing in one's capacity, thinking negative thoughts about oneself or talking negatively about oneself, is an effective way of gaining low self-confidence. Meichenbaum`s methodology describes a way of changing dysfunctional talk into positive, or at least, functional self-talk (Shantz & Latham 2012). This is a method that has been used in various groups. It has been used to re-employ displaced managers, it has been used in a strategy for employing high school students, and as a strategy to help Muslim women in Turkey to get jobs despite of discrimination. One example of the tools in this methodology of verbal self-guidance is to change a person's negative statements of themselves into something positive, for example, instead of saying "I am so old" the participants learned to say "I have a lot of experience" (Shantz & Latham 2012).

1.3   Self-efficacy

Self-efficacy is the individual's impression of himself and his beliefs about his own capabilities to handle the situations they find themselves in (Passer & Smith 2001). In

psychology, this capability is seen as a protective skill that varies from situation to situation (Passer & Smith 2001). Self-efficacy is not only of psychological interest, but it also affects our physical health. A link between increased self-efficacy and a more effective immune system, when in a stressful situation, has been found (Passer & Smith 2001).

Self-efficacy is one's belief that he himself successfully can execute the behaviour required to produce the outcomes they would like. The level of self-efficacy can vary from situation to situation. You can have a high level of self-efficacy in one situation and a low one in another. Experiences of being successful in a social setting can increase self-efficacy for that kind of interaction. The opposite can be true for negative experiences. This is indicated by research, but no clear link has been proved (Huffcutt 2011).

There are, however, several self-management techniques from psychology that have proven to increase self-efficacy, the methodology put forth by Kanfer, Wanberg, and Kantrowitz is one (Shantz & Latham 2012). According to this theory, employees set goals for job attendance, monitoring their behaviour, and rewarding or punishing themselves. In an experimental situation studying job attendance, the job attendance increased when this occurred (Shantz & Latham 2012).

Another strategy is Richardson`s visualization technique. Following this technique, the participants attend communication skills sessions. Then, they closed their eyes for 30 minutes. When their eyes were closed, they imagined being successful using the techniques learned from the course. Participants in the group that performed this exercise showed higher self-efficacy for as long as six months after the study. They also had better skills than those in a control group (Shantz & Latham 2012).

1.4   *Written self-guidance*
Another way of increasing one's self-efficacy level is through written self-guidance. Written self-guidance (WSG) involves writing a letter to oneself. The purpose of this letter is to confirm one's positive aspects in relation to the job one applies for. Shantz and Latham (2012) examined the effect for 16 out of 35 IT professionals. The participants in this study

were currently out of a job and in search for one. Shantz and Latham set out to examine if a self-persuasive letter, describing how the applicant considers his qualities for the job, would have any effect. Each candidate wrote a letter explaining the techniques they would use in the job interview. The candidates were instructed to write in a positive manner.

Five weeks later, before a mock interview, the letter was returned to the candidate. The researchers asked the candidates different questions about the interview setting and how the candidates prepared for the interview. Self-efficacy was measured by rating these answers. The participants in the group writing the WSG reported a higher level of self-efficacy than the participants in the control group (Shantz & Latham 2012).

This study provides evidence for a simple way of increasing self-efficacy. The method shows that this increase could occur after only a short period of time. It also seems that self-efficacy is not dependant on other people's evaluations, but relies on a person's own impression of himself (Shantz & Latham 2012).

When Shanz and Latham (2012) did their study the job market was difficult. There was a high unemployment rate, as high as 6.5%. In addition, job advertisements in the IT industry were declining (Shantz & Latham 2012). In the experiment the participants were out-of-work applicants, and they were very interested in getting a job. They were indeed motivated participants. We do not know if the method will help applicants who are less motivated (Shantz & Latham 2012).

1.5   *Virtual reality job interview training*

Virtual reality job interview training (VR-JIT) is a service aiming to help individuals with psychiatric disabilities obtain employment by training for the job interview. This method has shown an increase in interview skills and self-efficacy (Smith, Ginger, Wright, Wright, Humm, Olsen, Morris, Bell & Fleming 2014). In the VR-JIT program, the participants practice for a job interview for one or several jobs where the questions are custom made for their background and the type of job they are aiming for. The interviews have three levels from easy, where the interviewer is friendly, medium with a business-orientated interviewer,

and hard, with a brusque interviewer. The candidates practice coming up with answers themselves instead of learning the correct answer in advance. The program also helps candidates find jobs to apply for, gives tips on what they should wear to a job interview, and provides practice job interviews using role-play. In this way, they are exposed to anxiety-provoking situations knowing they are in a safe environment (Smith et al. 2014).

The VR-JIT program by Smith et al. was a relatively small study with 37 participants. The findings of this study are that younger participants get greater effects from the VR-JIT. Other variables such as experience, gender, and education were shown to have no effect in significantly increasing self-confidence because of role-play. The researchers stated that VR-JIT may have no strong effect, but pointed out the need for a larger sample group to evaluate it more precisely (Smith et al. 2014). The researchers also recommend controlling for the participant's use of medicines, how long the participants have been in search of a job, and their motivation (Smith et al. 2014). None of these limitations were addressed in this study.

2.0   *How faking affects hiring decisions*

One possible source of misinformation when conducting an interview comes from when applicants fake. In brief, *faking* means to change something about one's behaviour or opinion in order to be more favourably evaluated by the interviewer. Over the years, many names and definitions have been given to the act of faking, and many of them have included behavioural changes that were done both purposely and not on purpose. In this paper, we will limit the term to only include deliberate changes in behaviour and will use Kuncel and Borneman's definition.

> "Kuncel and Borneman (2007) define faking as a conscious attempt to present misleading and deceptive information about one's personality, interests, experiences, past behaviours, and attitudes in order to influence others." (Wolfe 2015:17)

With this definition, simply adapting yourself to a situation or an audience in order to fit in or be approved of is not sufficient to be characterized as faking. The intent to deceive someone in order to gain something more concrete, like an unfair advantage or a position, is required in order to be categorized as faking. The reason why gaining something is listed as a criteria has to do with motivation (Wolfe 2015). If a person alters their behaviour without the possibility

of gaining from it, the faking may occur because the person is deceptive in nature or the person is instructed to fake, for example, in research on faking. In the latter case, the faking will not be real and will most probably be untargeted. This makes it less representative of how this person might fake it if he or she stood to gain or lose something (Wolfe 2015). For this reason, laboratory research that tests people who are instructed to fake may not yield valid results compared to research on actual human interactions where the test persons may fake or not at their own discretion (Wolfe 2015).

The primary problem for research on faking done in real situations with real applicants is that it is hard to determine when an applicant has been faking and not. Many studies have used validity scales or similar scores from non-applicant samples as a guideline. If the applicant scores higher than normal on the validity scale, it is thought to indicate faking (Wolfe 2015).

As mentioned earlier, we all adapt our behaviour to the situation and the audience at hand. Humans quickly deduce, and some more quickly than others, what traits would be favourable in the situation and what impression they want to give (Wolfe 2015). Without this skill the level of interaction that has made humans successful as a group would be almost impossible (Wolfe 2015). Our ability to cooperate is helped along by a vast set of rules of conduct. Anyone who has ever made the mistake of wearing white to somebody's wedding or passing gas in an elevator knows that these behaviours can have a negative effect on how they are perceived and how credible they are thought to be. Knowing that we all make behavioural adaptations to fit within the social code of any given interaction, it can be argued that faking is not a problem, but a social necessity (Wolfe 2015). The line between being a master of norms and social skills and being deceitful can be difficult to draw. The latter is a breach of social conventions and can make a person very unpopular, whereas the former can have the opposite effect.

It is not the continuous day-to-day adaptation of a person, for example, the use of a front-of-stage personality, that is a problem for the employer. The front-of-stage personality of a person is a way of behaving that has taken the person many years to develop. An employer will have good reason to assume that this is a consistent personality that the applicant will

bring to work every day (Wolfe 2015). There is also good reason to believe that this is a personality that is not too far from the person's back-stage personality. The type of front-of-stage personality that a person has can tell an employer a lot about the applicant's values and goals for themselves as the front-of-stage personality is often grounded in a person's preferred self, the person he or she wants to be.

The problem occurs when the faking gives a false impression of the applicant's daily behaviour, pattern of thought, and values. In addition to looking for specific cognitive skills, an employer may often be looking for very distinct personal qualities in an applicant (Wolfe 2015). The employer may know that the job in question demands a calm and collected person who likes to think twice before making a decision. Because these personal traits are important to the job, they may be listed as desired personal features in the job ad. A hot-tempered person who applies for this job, and who is skilled in faking, is likely to keep his calm when tested in the interview. The applicant knows that this is important for the job, and the stressful situations that present themselves in the interview, or even the interview itself, are there to test him. His actual response to a real situation may, however, be quite different. The person could be incapable of the same reactions that he presented in the interview (Wolfe 2015). Faking can lead employers to hire the wrong person for a job. This can have big consequences for the business in question, and depending on the line of work they do, it can also have consequences for society around the business.

2.1   Consequences of faking

In addition to the consequences that hiring the wrong person may have for the business, wrongful hiring decisions may also have negative consequences for the applicant. John L Holland's research in 1997 showed that a person who is hired for a position based on a fake personality is less likely to be happy in the job.

> "Certainly, faking may be viewed as initially adaptive if it ends in obtaining a desired position, however, doing so may also decrease that individual's job satisfaction and chances for success if it results in poor fit (Holland 1997). Therefore, even if one accepts the view of a certain level of faking as being socially adaptive, one must also concede that extreme levels of such behaviour may become problematic." (Wolfe 2015:25)

If a person cannot succeed in a job or achieve job satisfaction, it is more likely that the person will quit, leaving both the business and the applicant to start the whole hiring process over again.

When faking is used intentionally as a way to gain an advantage, it comes into conflict with most people's morals. Faking is borderline lying, and it is safe to assume that many people would agree that it is a breach of our social guidelines. Knowing this, one might think that faking in job interview settings would not be a widespread problem. Based on assessments performed by researchers on this question there is reason to believe that faking occurs more often than one might think. Research shows that as many as 30-50% of applicants use fake behaviour (Wolfe 2015). That means that as much as every other candidate may be altering their answers and/or personality to fit the perceived preferences of the employer.

Knowing that so many applicants fake, the next logical question is the consequence that faking has on hiring decisions. Although research into this field has not yet yielded an undisputed overall answer to this question, some research has documented that unrevealed faking does give the faker an advantage.

> "At a selection rate of 10%, over 40% of the hired applicants would have been fakers, while at a rate of 30% the percentage of hired fakers only dropped to slightly less than 30% (Peterson et al. 2009). Additionally, they found that nearly all of the fakers at the three selection rates would not have been hired when using their honest scores" (Peterson et al. 2009 in Wolfe 2015:33)

Attempts have been made to reduce the effect of faking. So far, none of them have yielded the statistically significant results required to conclude that they work. Faking must, therefore, be considered a real concern and should not be disregarded as unimportant (Wolfe 2015).

2.2   The job interview and techniques for detecting faking

At first glance, the job interview can be perceived to be very similar to any ordinary conversation. It has many of the same components, such as undirected speech and frequent and unplanned turn taking. Most interviews are conducted in a presumably good atmosphere.

For an interview to be successful it is useful to start with some small talk and develop this atmosphere (Gierlasinski et al. 2010).

The interview differs, however, from an ordinary conversation in several ways. For one, the interview has a very specific purpose (Gierlasinski et al. 2010). The person asking the questions wants to know the answers to one or more predefined questions.

> "A successful interview requires planning. You must obtain facts in advance about the purpose of the interview, the background of the interviewee, and establish the location and time of the interview." (Gierlasinski et al. 2010:43)

The job interview is a conversation with very high stakes. To choose the right person to hire may be very significant for the interviewer, but to get a job offer may be equally important for the applicant. Nevertheless, it is the person hiring who makes the decision. The balance of power is, therefore, uneven, and this will affect the conversation.

On the basis of an applicant's credentials, the interviewer will have formed an opinion of why he or she thinks this person would be right for the job. The purpose of the interview is to see if this opinion is confirmed or contradicted (Gierlasinski et al. 2010). Effective and valid routines are essential, but can be drawn up in different ways. The decision to use a structured interview or an unstructured one may depend on the personal preference of the interviewer. The chances that all applicants are asked the same questions and get the same chances to make an impression are, however, better when using a structured interview (Gierlasinski et al. 2010). The interview routine has to meet primary objectives. The first is to ensure that the interviewer's own personal preferences or biases do not influence the process. It is easy to believe that one is being objective when in fact that is not so. In a 2002 study by Nowicki and Rosse, 81% of managers admitted that their own hiring procedures contributed to the problem of a poor hiring decision, particularly in the areas of reference checking and interviews (Gierlasinski et al. 2010).

The other purpose is to help the interviewer to detect whether a person is faking. Faking or lying produces stress in the person who is doing it (Gierlasinski et al. 2010). Most people will

try to relieve this stress through verbal and non-verbal methods, some of which are described in the table 4.

Verbal clues	Non-verbal clues
Speech pattern changes	Changes in posture
Repeating the question	Illustrators
Intermittent memory	Hand covering the mouth
Character testimony	Manipulators
Answering with a question	Fleeing position
Tolerance toward dishonesty	Crossing the arms
	Push away evidence
	Fake smile

Table 4: Verbal and non-verbal clues of lying (Gierlasinski et al. 2010:44)

When a person is faking, changes in verbal and non-verbal behaviour will occur. A good interview routine can account for some of this and reveal the fake behaviour (Gierlasinski et al. 2010). An interview guide that prompts the interviewer to look for some of these clues and make a note of them will help the interviewer be more aware of such clues. Another good technique can be to double back and ask the same question two times in different wording or with a different facial expression or tone of voice. The interviewer must look for changes in the applicant's behaviour (Gierlasinski et al. 2010). Differences in the way the applicant answers what is, in effect, the same question can be clues that he or she is lying (Gierlasinski et al. 2010).

2.3   *The use of personality measurements*

Personality has become an important evaluation factor in hiring. However, this has not always been the case. In 1965, Guion and Gottier published their comprehensive review of personality assessments. Their conclusion was that there was a lack of evidence suggesting that the use of personality measures could be recommended as practical tools for selection purposes (Wolfe 2015). Guion and Gottier's study contributed to moving the research trend away from personality for over 20 years. Interest in personality measurement in work psychology did not return until the 1980's when the United States Army completed a seven-year study into the selection and classification system for the entirety of the organization. Project A, as it was known, found that personality measures do offer predictive ability (Wolfe 2015).

Contemporary research has shown that personality measurement in a selection context gives a broader foundation for hiring than measuring cognitive ability alone (Wolfe 2015). This means that measuring personality is a valid act to perform when hiring. Critics have, however, claimed that the process of defining what personality traits are important to succeed in a given job is based too much on gut feeling and common sense to be of any value.

> "Little is known about how best to match personality attributes with varying occupations; and that the measures used to assess personality are often inconsistent with the research that linked personality to job performance in the first place." (Wolfe 2015:12)

Furthermore, it is claimed that personality tests often have low validity for predicting overall job performance and that many published personality tests are not good enough to be in use. One reason for this may be that the personality tests are too generic to be of any value in measuring a given trait in relation to a given job. Customized measures of personality that are individually shaped for each job may give more reliable results. Overall, self-evaluations may encourage applicants to fake or simply measure their predisposition to fake.

> "Faking on self-report personality measures should be expected and may be desirable as a form of social adaptability; corrections for faking do not improve validity; and alternatives to self-report measures of personality should be sought." (Wolfe 2015:13-14)

Despite this criticism, the desire to measure or evaluate personality has, in recent years, made the use of personality tests common in many businesses. Especially the NEO-PI and FFM (Costa & MacCrae 1992), which are both five factor models, are so commonly used that many applicants will have taken the test at least once before. A person who has taken a test before and been presented with his or her result is in a position to change his answers to alter the outcome. Much information about these tests are also available online, including manuals on how to ensure that you score the result. All an applicant really needs to know is what the business will be looking for, and he can adapt his answers to fit.

Knowing how easy it is to cheat on the personality test has brought up the question of whether it is valuable to evaluate personality in the interview. A personality test can tell you whether the answers are inconsistent, but cannot with certainty reveal that a person is faking.

2.4   Fit perceptions

Research shows that interviewers are looking for the right fit not only for a particular position, but also the right fit for the work environment, e.g. a person who will get along with the current employees, and the right fit for the company, e.g. a person who has the same goals and values as the company (Garcia et al. 2008). If an applicant fakes his personality to make himself more desirable for a position, it is natural to presume that the applicant has some sort of knowledge about what the interviewers are looking for. This knowledge can come from the advertisement, online description of the company, or from talking to current or former employees. The goal is to show that the applicant is the right fit, not only for the job, but also for the company.

A useful question, not only for the applicant, but for everyone working within HR, is, what do the interviewers base their decisions of good and bad fit on? Some studies have shown that similarities in demographic traits, such as gender, race, and age, between the applicant and the interviewer affect the interviewer's perception of how well the applicant fits (Garcia et al. 2008). Other studies have shown that perceptions of fit are used to make valid judgements of how well an applicant will perform in the job. Knowing this, Garcia, Posthuma and Colella (2008) conducted a study to discover whether an interviewer's liking of the applicant had significant impact on the applicant's chance of being hired. They found that it did. Their study showed that actual demographic and human capital similarities between applicant and interviewer were unrelated to perceived similarity.

> "Instead, demographic similarity was negatively correlated to liking (i.e. the higher the actual similarity between the interviewer and the applicant the less the interviewer liked the applicant)." (Garcia et al. 2008:182)

Perceived similarity will not necessarily lead to the interviewer to liking the candidate any better. It will, however, impact the interviewer's performance expectations for an applicant (Garcia et al. 2008). In other words, the interviewers do not like the people who are similar to themselves the best, but they perceive them to be the best fit for the job and the company. This is a good reason for faking similarity with the interviewer, and may lead the interviewer to recommend hiring the person who is best able to impersonate the interviewer in the interview setting.

3.0   Recruitment strategy

Companies searching for the right person to fill a position can either hire from the external markets and structures, or choose someone from the internal market using the HRM policy (Sonnenfeld & Peiperl 1988). According to Sonnenfeld and Peiperl, may companies lack the strategic focus which combines the recruitment system with the company's strategies and its core business. When leaders do not fully understand the process of recruitment, they cannot take full advantage of it. When upper management is not involved in recruitment strategies, the company could miss out on a possible competitive advantage (Ployhart 2006).

In order to avoid situations where the recruiter relies on his intuition rather than focusing on what the company really needs, the recruitment process and the interview guides should be anchored within the company. One way of ensuring that the recruitment process is thoroughly anchored is the use of career systems. Career systems are defined as "the collections of policies, priorities, and actions that organizations use to manage the flow of their members into, through, and out of the organizations over time" (Sonnenfeld & Peiperl 1988:1).

Some companies' strategy might be to recruit from the internal market and use the recruitment process as a career ladder for the employees. Other companies' strategy might be to recruit mainly from the external market. Both strategies might be equally successful (Sonnenfeld & Peiperl 1988). Choosing between the internal labour market or the external labour market is a strategic choice. Ployhart (2006) argues that strategic anchoring of the recruitment work is important because of its role in improving the company`s results.

By using sports metaphors, Sonnenfeld and Peiperl (1988) describe four different types of recruitment strategies: academy, club, baseball team, and fortress. The academy wants to develop and keep their own talent. This is often the case with large high-technology companies. These organisations would like to promote from their own pool and they are closed to the outside markets. The employees must be patient when it comes to promotion. The recruitment of persons into or out of a company is called the supply flow (Sonnenfeld & Peiperl 1988). Some companies have a relatively closed supply flow. IBM is an example of

such a company. With the exception of recruitment to positions at the lowest levels in the company, IBM only hires from within the company (Sonnenfeld & Peiperl 1988).

The club often holds a monopoly in the market and is a public service with a mission. They value fair treatment and loyalty. Job security is probably more of a focus for employees than building a career and advancing. The baseball team relies on skilled individual players. These players are, of course, interesting for other teams as well. The team is open to external markets and there is a lower commitment rate in the baseball team than in both the academy and the club. The employees want to advance, but this does not have to be within the company where they are employed at the moment. The fortress is a company under siege fighting to survive. These kinds of companies have a low commitment to individual employees and might follow the markets when hiring and firing employees. The mission and the main goal of the fortress is for the business to survive. The employees in these types of companies probably have a very high interest in the product or were employed before the company ended up in this category. One reason why employees stay with the fortress may be lack other options; they do not qualify for any other jobs (Sonnenfeld & Peiperl 1988). They may suffer from low employability.

3.1   *Employability*

A trademark of today's labour market is more rapid changes than in the past. The set of skills needed in a job may change over time, and hence what the employer's need in flexibility of the work force increases (Thijssen et al. 2008). This has given new focus to the term employability. Employability may be defined as "The possibility to survive in the internal or external labour market" (Thijssen et al. 2008:167), and is, in short, a term that describes how desired an individual is in the job market. Another definition is that employability is the "variety of jobs that individuals can do properly, that is, as their current qualifications for functional flexibility in the internal or external job market" (Thijssen et al. 2008:173). There are a number of factors that may influence employability, and the term is, therefore, used taking into account several definitions (Thijssen et al. 2008). Demographics, culture, and appearances are some examples of influential factors, but an even more important factor is usually competence.

> "Each definition emphasizes a diversity of characteristics of (potential) employees, for instance, physical and cognitive suitability, learning, flexibility, adaptation, and mobility, to mention but a few, yet all referring to employment as an outcome […]. Employability is believed to accommodate some or all of these aspects, depending on the angle from which the concept is studied, and consequently, it is a multidimensional and variegated concept." (Thijssen et al. 2008:167)

Professor of management organizational behaviour Douglas T. Hall coined the term *protean career* to describe a career where the worker changes jobs and employers and stays employed through his capacity to rapidly transform himself (Thijssen et al. 2008). In today's society, most careers can be characterized as protean careers. Very few workers can say with certainty upon starting their career what their jobs will entail and what direction their careers may take. Having the same occupation or working for the same company for many decades has become rare (Thijssen et al. 2008). This makes the need for thorough analysis of competencies and employability even more crucial at the starting point of any career (Thijssen et al. 2008).

For an employer, employability is an indicator of the opportunity to match supply and demand in a changing organization (Thijssen et al. 2008). This is very important information to have access to when making strategic HMR decisions. The employability of an applicant will tell the employer whether he can expect that this worker will be able to change with the company, take on new responsibilities, and meet the demands that knew technology brings to skills and competence. This can have substantial impact on the company's competitive position. In fact, the success of a company may rely on its employees' ability to develop, learn new skills and maintain qualifications (Thijssen et al. 2008).

For the worker, employability is, in a sense, an indicator of his opportunity to acquire and to keep an attractive job (Thijssen et al 2008). It gives the worker a chance to think ahead, acquire the skills that will be needed in the future, and ensure that he will stay employed. Employability may even be of interest at a governmental level. The employability of the work forces may give the government input into which types of education should be recommended and what enterprises should be supported to ensure full employment of the population (Thijssen et al 2008).

Employability can be defined narrowly or widely. The narrowest definition of employability only encompasses employability radius. Employability radius describes the jobs that are within reach for the applicant with his current qualifications, e.g. what jobs he is qualified for (Thijssen et al. 2008). A wider definition is to include employability competencies. Employability competencies describe an applicant's will and possibilities for using his qualifications creatively to get jobs that are initially outside his employability radius (Thijssen et al. 2008). This definition takes into account personal factors that influence one's ability to get a job. The widest definition includes both employability radius, employability competencies, and contextual conditions. This definition also encompasses the social and cultural factors that can influence one's ability to get work (Thijssen et al. 2008). These are factors such as innovation that make certain skills obsolete or political decisions that move jobs geographically.

Most companies that work seriously with strategic HRM have an employability strategy. There is more than one strategy to choose from and even those who seemingly choose no strategy, can be said to have made a strategic choice (Thijssen et al. 2008). The employability strategy of laissez-faire is a *consuming strategy*. The employers who do not invest in their workers' employability, gamble that they will be able to replace any employee and are, therefore, not afraid to eat their way through the work force without replenishing the individual worker (Thijssen et al. 2008). Other possible strategies are *broadening strategy*, where the company creates contextual conditions that are aimed at broadening their workers' current employability radius, or *selling strategy*, where the company creates contextual conditions that are aimed at exploiting their workers' employability competencies (Thijssen 2008). The applicant and the company's mutual expectations of each other are called the psychological contract (Thijssen et al. 2008). This contract is formed between the applicant and the company when he is hired, but expectations may start to build even prior to the first contact. Companies that market themselves as having a broadening employability strategy will breach this contract if it turns out they, in fact, have a consuming strategy.

The different strategy types are also available to the individual worker. In many companies, workers may be expected to take care of their own careers by taking advantage of the skill enhancing courses and other opportunities for learning that are provided by the company

(Thijssen et al. 2008). Workers who apply a broadening or selling strategy may be at an advantage. Workers can, however, also breach the psychological contract by applying a different strategy than what they were perceived to do.

3.2   Future employment status

The ability to predict a person's future employment status can be of value when considering an applicant. The probability that a person will have a job in the years to come may be an indicator of whether or not the person is likely to stay with the company. This information can, therefore, be of strategic value.

In many studies done on future employment status, research has started with speculations around whether certain demographic, psychological, or behavioural variables can be linked with future employment status. Researchers have set out to isolate these variables to be able to link them to future employment status (Lynd-Stevenson 1999). Lynd-Stevenson suggested that a better way to address this question was to employ the theoretical framework of expectancy-value theory.

> "Expectancy-value theory is a cognitive-motivational theory, which relates an individual's level of motivation to the expectations and value (positive or negative) held by the individual on reaching a particular goal." (Lynd-Stevenson 1999:101f)

Modern expectancy-value theories are based on work done by John William Atkinson in the 1950s and 1960s. Atkinson sought to understand the achievement motivation of individuals through achievement performance, persistence, and choice (Wentzel & Miele 2009). Atkinson supported the notion that various human needs guide our behaviour. This was especially true for the need for achievement (Wentzel & Miele 2009). Modern expectancy-value beliefs theory is not exactly like Atkinson's theory. One significant difference is that the modern theory is based more on real empirical studies, whereas Atkinson based his theory primarily on laboratory tasks (Wentzel & Miele 2009). The foundational principles regarding achievement are, however, the same.

According to Lynd-Stevenson, the importance of having a job combined with the values of having a job are what best indicate whether or not an individual will get, or keep, a job (Lynd-

Stevenson 1999). The higher value the job has to the individual, the more likely it is that the person will manage to get it. That has to do with how far the person is willing to go to get the job, or how motivated the person is. The behaviour that an applicant displays in the job seeking process is an indicator of how important the job is to them (Lynd-Stevenson 1999).

Lynd-Stevenson's research also indicates that the applicants with the higher job expectancy are likely to preserve their applications until the right job comes along (Lynd-Stevenson 1999). This may be perceived as an indicator of why the people with higher job expectancies are more likely to still be employed in the future; they are better at finding the right job fit for themselves.

4.0   Final clarifications

So far, we have seen that training and faking are two ways that the candidate can influence the result of the job interview. We have also described how a company can work with recruitment in different ways and have different strategies for hiring. In the following sections, only the strategies that entail working systematically to find and develop the best employees will be called strategies. Strategies such as the team and the fortress do not incorporate Human Capital theory and do not acknowledge the employees as an important resource. In the following, working strategically will be limited to mean investing in keeping the employees over time.

On the grounds of the theory pillars that have been described, we are now able to discuss the job interview's value as a recruitment tool for strategic hiring decisions. The consequences of faking and training on the validity of the job interview constitute the basis for the discussion in the next chapter.

Discussion

When we started out working with this thesis, our focus was on the job interview in general. The searches we performed made it obvious to us that we had to narrow the scope of the thesis. Based on the suggestions for further research made by Posthuma et al. (2002) and Macan (2009) we decided to focus on the effect of training and faking on the validity on the interviewer's evaluation of the candidate. The main goal of this thesis is to account for the consequences of training and faking for the job interview's value as a method for making strategic hiring decisions. In order to answer this question it has been necessary to address what strategic HRM is and how companies can work strategically with recruitment. In addition to focusing on training and faking, we have introduced some psychosocial theories and terms that may help the understanding of the job interview as a social interaction.

Based on the findings in the theory chapter and the main research question, we have chosen to segment the discussion into four parts. The two first parts, entitled *Working strategically with recruitment* and *Battling biases and finding the right fit*, we discuss the requirements that a company must meet order to be able to make strategic hiring decisions. In the two last parts, entitled *Faking* and *Training*, we take a closer look at the consequences of these phenomena and how a company can work around them, or even with them.

The first part is titled *Working strategically with recruitment* and is a discussion of what skills and competencies the interviewer must have in order to be able to use the interview for strategic employment decisions. This part also contains some advice to companies about how they can invest in their business through investing in developing the recruiters. Internal recruitment is given extra attention when we discuss the benefits of the academy as a recruitment strategy and the use of recruitment as a way of rewarding the employees.

In the second part, we discuss the consequences of biases and how the interviewer can ensure that the interview produces reliable information that lets recruiters compare the applicants in a fair and valid way. The notion of fit, and how the interview can be used to evaluate fit, is reviewed along with the interview's value in evaluating formal skills and applicant personality.

The third part is about faking. We discuss techniques to reveal faking, but also raise the question of whether it is necessary to know which candidates that are faking, and whether faking can be a positive contribution to the interview or to the task of evaluating the applicants.

The discussion ends with a closer look at training. We examine what effect preparations, self-efficacy and motivation can have on the applicant's success in the interview and, henceforth, the interview's ability to deliver valid, reliable, and comparable information on which to base strategic hiring decisions.

1.0   Working strategically with recruitment

When recruitment is of strategic interest to the company, a casual handling of the recruitment task will affect the business in many ways, including in a financial way (Jiang et al. 2012). If the company does not take recruitment seriously, the company can get a bad reputation and as a result lose access to the best applicants. This may in turn affect the customer's willingness to buy the company's products and may lead the company into a downward spiral. The process of recruiting is costly, and is even more so if top managers must be involved in all employment decisions. On the other hand, this involvement will directly affect the business and can be among the most important decisions made in the company.

Investing in HR departments can lead to improved financial results (Jiang el al. 2012). If the HR department is devoted to showing employees that their job is meaningful, making a fair compensation system, and making sure the managers have good leaderships skills, the employees' motivation will likely increase and the company will probably achieve a better financial outcome. Information about the company's HR work will probably interest their applicants. To find the right fit for the company the recruiters could ask what kind of HR strategies would motivate the candidates. The candidates whose views match the company's may be a better fit for the company (Garcia et al 2008). Spreading information about the work of the HR department can also be a good way to display the company and attract the most desired candidates (Abraham et al. 2014).

In many businesses, human capital is the most important capital in the company (Jiang et al. 2012). For such companies, it should be of the highest importance that the interviews are conducted by a professional recruiter. The acknowledgement of the recruitment process as an important task may be why some companies choose to use specialized recruitment agencies to perform the task (Maertz et al. 2002). Another explanation of why some companies choose to use recruitment agencies may be the need to free some time in their schedule for tasks that they consider to be more important. Whether the use of such agencies leads to better results within strategic hiring is outside the scope of this paper. It is, however, possible to make some general observations based on the theoretical material of this paper. One such observation is that candidates may find the use of recruitment agencies off-putting and the company could risk having qualified applicants not apply.

1.1   *The interviewer's knowledge about the company*

If a company decides to perform the interviews themselves using department managers, HR personnel or other employees, the company must ensure that the interviewer has the necessary skills (Garcia et al. 2008). In order to make a good recommendation on which applicant to hire based on the company's strategic needs, the interviewer needs to have thorough knowledge of the company. He needs to know everything there is to know about the company's strategy, business model, and position in the market. This may be self-evident for many recruiters, but not all companies use recruiters to perform their recruiting. Some companies leave the recruiting to whichever midlevel leader's team is in need of the new employee. This leader may perform the job of recruiting perhaps once every few years, and it may even be his first time. If that is the case, the leader is in danger of being influenced by fit biases and picking the employee who is most similar to himself or the best fit for his team, rather than for the company (Garcia et al. 2008). In such a situation, the leader should be given training before performing the interview and should spend time learning the business' strategic plans and goals.

Using midlevel leaders as recruiters can be wise as it is likely that people in these positions know the company intimately in a way no external recruiter can. The knowledge they have of the company may, however, not be the knowledge that is needed to make strategic hiring decisions. The leader who wants to become a good strategic recruiter must ask questions

about the company that are not related to the day-to-day business in his department. He must ask questions such as what kind of company are we? And are we open to new ideas? Should we recruit internally or externally? Do we have a planned trajectory for every employee? What is our strategy? These important questions should be answered before recruiting. The answers to these questions should be well known to all recruiters within the company (Jiang et al. 2012).

As noted by Kaufmann (2015) implementation is the weak spot for many companies when it comes to working with strategies. If the strategy is not known throughout the company, it is unlikely that it is perceived as important by the recruiters. This will make it more difficult, if not even impossible, for the company to succeed with strategic recruitment.

The company's recruitment strategy should be especially well communicated to everyone who makes hiring decisions. Sonnenfeld and Peiperl (1988) described four different types of recruitment strategies: academy, club, baseball team, and fortress. Whether the company recruits as an academy or a club affects what the recruiter most look for in the candidate. Even companies whose strategy is to consume employees should consider these when employing. Consuming employees is not generally seen as a good long-term recruiting strategy, but it can work if the temporary, very intensive work periods the strategy encourages are seen as favourable by the employee. The recruiter must consider what the company can do for the applicant in question. What will be his possibilities within our company in the years to come? Where do I see this person in five years from now, and where does he see himself? In short, the company must also be the right fit for the applicant.

For a company who defines itself as an academy, the goal is to find an employee who will stay with the company for many years (Sonnenfeld and Peiperl 1988). The recruiter must not only consider which candidate will be right for the company at the moment, but also who can grow with the company. A good starting point would be to try to get an impression of the applicant's perceived employability competencies. The employability competencies describe not only an applicant's job possibilities, but also his will to use his qualifications creatively to get jobs that are initially outside his employability radius (Thijssen et al. 2008). If questions

that address these issues are planned in advance, it is not unlikely that the interview setting can provide a reliable impression of the candidate's employability competencies. This is, however, not the only good reason to arrange an interview, as online tests may provide just as reliable information about this. Applicants who have trained for the interview are also likely to be prepared to display a flexible attitude, and this is perceived by most people as a positive trait (Tross & Maurer 2008). Applicants may be inclined to fake a larger employability competency than what is true.

Lasting corresponding core values between the applicant and the company are of critical importance when a company is looking for the right long-term fit (Kaufman 2015). A company whose methodology is doing it properly and correctly with no regard to time is no place for an impatient person who thinks that good enough is good enough. The strategically motivated recruiter can test this by asking direct questions.

In the Norwegian oil company Statoil, this is practiced by some recruiters. Statoil is a reputable, innovative company, and it is common knowledge that it is a very motivating and good place to work. Consequently, they get a lot of applications. Many candidates are looking to display their skills in innovation and their drive in development. The interviewer may pause and ask the candidate how they see themselves coping in a large, hierarchical structure where no decisions are made at the bottom level and no answers are given the same day as the question. The interviewer may not be doing this to put the applicant on the spot; it is simply done to make the applicant think for himself about whether joining Statoil is indeed a good strategic choice for him.

When strategically motivated employers are looking for the applicant who will be the right fit, it is important to also consider whether the company will be the right fit for the person (Abraham et al. 2014). The applicant may not be in the right position to consider this himself. For the applicant, factors such as salary and benefits may matter so much that they overshadow the strategic perspective and make it difficult for him to consider whether this company can be the right employer for him in the years to come (Maliranta & Asplund 2007). If the company is not the right long term fit for the applicant, chances are he will not be happy

or successful there and that he will leave the company. Expectancy-value theory emphasises that there must be a balanced relationship between the candidate's expectations and the value the company can deliver (Lynd-Stevenson 1999). Ensuring that the company can offer the applicant what he will need is, therefore, important, and this means that a good fit must be evaluated from both sides. Recruiters who master this task will have a greater chance of employing the right fit, and thereby succeed in making a strategically sound employment decision.

1.2   The recruiter's preparations for the interview

The recruiter's preparations for the interview will often consist of making interview guides and lists of questions, preparing tests, and checking references. Most applicants will follow the recruiter's lead. If the recruiter asks a question, the applicant will try to answer as best as possible. It is, therefore, important that the interviewer is well prepared and equipped to make the interview fruitful for both parties. In light of this, it is problematic that there is not much formal training for recruiters available (Ployhart 2006).

A bad performance by an applicant in a job interview may not equal a low job performance. Qualified recruiters should be trained to see through a non-optimal performance or not giving the best answer in the interview. This could be a downside of not having trained recruiters performing the job interview. The cost of having skilled recruiters is probably not something all companies could have. One strategy could be to have the academy as a goal to ensure the development of the culture in all positions in the company (Sonnenfeld and Peiperl 1988).

Training recruiters is one way of securing professionality in the interviews. Managers, who do not do much recruiting, will, in addition to having little training, have little experience with recruitment as a work task. If only one person in a company is responsible for all the recruitment, he may be in a better position to see through faking and well-trained answers from the applicants (Posthuma et al. 2002). On the other hand, lower level managers may have more knowledge of the formal skills required to fill a certain position. If a company finds that using lower level managers is the best way to recruit, these managers should be given training in how to prepare for interviews and how to conduct them. Modelling, VR-JIT

and role-playing scenarios as studied by Tross and Maurer (2008), could also be used to maintain the managers' recruiting knowledge between actual hiring situations.

1.3   Planning for future recruitment

Knowing that recruitment competence is of strategic importance to be able to work successfully with strategic hiring, a company that lacks qualified interviewers should make it a strategic goal to recruit this competency into the business (Beer 2015; Kaufman 2015). This kind of long term recruitment planning is what you can expect to find in a company that recruits as an academy. In the academy, every person hired is considered as tomorrow's midlevel leader, and an eventual top leader in the company.

In an academy, upper management will always be a part of any recruitment process, but not necessarily through direct involvement (Sonnenfeld & Peiperl 1988). The upper management guides the direction of the recruitment through their strategies and ensures that the company recruits the right people to fill future needs. If they do not, the company could find itself in a situation with no qualified employers to climb the company ladder of employment. An academy that discovers a shortage of competence within an area will make filling this void a central issue in the interview. This kind of strategic long-term thinking will usually be more difficult to achieve if local managers are in charge of recruitment. In a strategic interview the recruiter should be mapping not only the employability radius but also the employability competency of the applicant.

By mapping employability and working with AMO (Ability, Motivation and Opportunity) and skill-enhancing HR practices a company can lower its turnover dramatically (Jiang et al. 2012). This is a good strategy for avoiding having to recruit. As most recruiters report that they find it difficult to choose the right candidate (Ployhart 2006), it can be argued that the best strategic recruitment decisions is to limit the amount of recruiting necessary in the business.

1.4   Choosing a recruitment strategy

In the academy, only the lowest level of employees is hired externally (Sonnenfeld and Peiperl 1988). For higher up positions, only internal candidates are evaluated. When recruiting internally, the employer knows the applicants better than when recruiting externally. The recruiter knows, or has access to information about how the applicant interacts with colleagues and customers and about other personal traits of the applicant. With this knowledge, it is easier to see through attempts from the applicant to present himself as someone else. In an interview, the candidates try to present themselves in the best possible light. Most will choose to use their front-of-stage personality (Goffman 1959), while the interviewer may be more interested to get to know the applicant's backstage personality. A recruiter who already knows the candidate to some extent may find it easier to distinguish between the candidate's front-of-stage personality and backstage personality.

Knowledge about the candidate's personality may reduce the risk of hiring the wrong person. This could be an argument in favour of the academy recruitment strategy and may be the reason why some big companies have chosen this approach (Sonnenfeld & Peiperl 1998). On the other hand, the internal applicant has a better chance of having deeper information about the recruitment strategy. The internal candidate is able to make more targeted preparations for the interview than he would have as an external candidate. The internal candidate can more easily manipulate the interview with their insight into the recruitment process. A way of balancing this is to inform all the applicants, or at least all the applicants invited to an interview, about the recruitment process and the company's strategic goals.

1.5   The job interview's value in an internal recruitment processes

The academy recruitment strategy requires a business of some size. Otherwise, the pool of applicants would be too small (Sonnenfeld and Peiperl 1988): Even if the company is too big for an individual recruiter to have first-hand knowledge of all the applicants, the recruiter can get access to personal evaluations of the applicant from his colleagues. In this context, it can be natural to raise questions about the value of the interview as a recruitment tool. When the recruiter knows a lot about the applicant ahead of the interview, the one-hour talk that usually is the job interview, is probably not so crucial.

The job interview may, however, serve other purposes than enlightening the recruiter. Hopefully, the company has more than one employee who applies for the open position. In order to make a fair decision on who to hire, the job interview may be the only way to legitimize the recruiter's choice. Some companies may also have a policy of inviting every internal candidate to an interview. This may be a good way to show respect to the employees who are applying and keep them feeling significant. Recruitment processes are, however, time consuming, and it can, therefore, be very expensive for the company to have this policy. The choice of such a policy should be seen as a strategic investment and treated seriously as such (Jiang et al. 2012).

Companies hiring internally also have the option to skip the interview entirely. The managers may know, from either first-hand or second-hand information, all that they need to know to make the hiring decision. If the announcement of the position and interview process is a merely superficial process, the company should consider what they stand to gain or lose from not advertising the position. The company could save money from not having a hiring process. It can also avoid disappointing employees through false expectations. If performed correctly the interview may, however, provide new information about the candidates (Kiang et al. 2012). Applications may also present new candidates that had otherwise not been considered. Skipping the hiring process may lead to the company missing out on the best employee for the position. Whether or not to perform the hiring process should be a strategic choice, not a choice made from convenience.

1.6   *Recruitment as employer branding*

A company's reputation is important whether they hire internally or externally. To attract the best employees you need a good reputation (Kaufmann 2015). Excellent workers, who have a choice in employers, will choose the company that is perceived as most successful. Companies who recruit primarily internally will also, at some point, need new employees. Job announcements and job interviews are, in a way, advertisements for your company. Some companies choose to use different tests as a part of the recruitment process. Recruitment companies charge high fees for this because they assist the company in deciding which applicant is the desired one (Maertz et al. 2002).

The choice of recruitment tool and how the recruitment process is conducted does not only affect the company's ability to make the strategically right hiring decision today. In order to hire a skilled worker, the company depends on receiving applications from skilled workers. The reputation of a company or a person's prior experience with the company may affect their decision of whether to apply or not (Atkinson et al. 2000).

The job interview is a showcase for the company and an opportunity to present their company for possible employees. The recruiter should be perceived as serious and treat every candidate with respect and consideration. The balance of the information the recruiter gives about the company is also important. There is evidence that recruiters are perceived as more serious when they give a nuanced picture of the position and the company they are interviewing for (Posthuma et al. 2002). Recruiters who are not aware of this balance can pose a risk to the company's ability to recruit the best-qualified candidate. In order to ensure that the job interview and the recruitment process are treated seriously as a promotion tool, recruiters should be made aware of the interview's many aspects and trained in how to safeguard them.

2.0   Battling biases and finding the right fit

No social interaction takes place in a vacuum, completely protected from influence from other interactions. Quite the contrary, social interactions are influenced by all the interactions and impressions that the participants carry with them. Experience, knowledge, and information about other people are key to our way of interacting (Atkinson et al. 2000). They ensure that we do not have to start from scratch with every interaction, but they can also prevent us from being open-minded and forming new impressions, rather we rely on what we already know. Biases may stem from a good reason, but they can be a problem when a social interaction forms the foundation for evaluating which candidate to hire (Passer & Smith 2001).

2.1   Using the interview to evaluate fit

Decisions on fit perception often are influenced by similarities in demographic traits, such as gender, race, and age, between the applicant and the interviewer (Garcia et al. 2008) For this reason, some businesses have decided to withhold this information from interviewers. In the 1970's and 1980's, five symphony orchestras in the USA decided to hold blind auditions in an attempt to increase the number of women in their orchestras. The candidates auditioned while

sitting behind a screen, and the hiring committee was only allowed access to the gender-neutral parts of the applicant's CV. The result of this new practice was that women's chance of being hired after an audition increased by 50%, and the number of women in the orchestras went from 5% to between 25% and 46% (Goldin & Rouse 1997).

The blind auditions used by the orchestras cannot be used for most ordinary jobs. If the purpose is not to disclose the gender of the applicant, the screen will have little effect in an interview as most people's voices are good indicators of gender. The results the orchestras obtained by targeting their low female percentage should, however, serve as an inspiration to other companies. It shows how the interview setting can be tweaked to help the business make strategic hires. If a business is looking to hire people with a certain adaptive attitude, rather than with a certain set of skills, it may be beneficial to withhold the formal information about the applicant from the interviewers. This can be done by letting some parts of the HR staff choose which applicants to interview, but leaving the interview task to somebody else.

2.2   *Using the interview to evaluate personality*

The way we act towards other people depends on what the purpose of the interaction is (Ajzen 1985). Our personality should not be seen as a fixed entity that is reliably stable. Quite the contrary, our personality is a tool which can be, and often is, used to ensure that the people we meet form the impression of us that we like them to form. This is called impression management (Goffman 1959). The way we manage what impression we give depends on our understanding of the expectations our surroundings have of us. In other words, we try to adapt to the way the other wants us to be, or at least the way we think they want us to be.

In no circumstance is this truer than when we know we are being evaluated. As demonstrated by the Hawthorne research project, the notion that someone is watching you and paying attention to you may even change your impression of the environment around you and your own well-being (Wickström & Bendix 2000). A job interview can be very much like a performance and will, for most people, almost certainly bring out their front-of-stage personality. This will make it very difficult for employers looking for the right fit, as the perceived fit is often an evaluation of the applicant's perceived personality (Garcia et al.

2008). Reliable information about how a person reacts when stressed or challenged can be important to make the right decision of who to hire. If the applicant presents a calm and collected front-of-stage personality, the employer can be fooled into believing that this is the pattern of reaction he will get from the applicant if hired, when in fact, the applicant's back-stage personality may not be like that (Goffman 1959).

Most social interactions are spontaneous. You do not know whom you will meet and what you will talk about. This makes it hard to prepare for them, and for most people this means they will meet the situation with their back-stage personality. The job interview is not one of them. The job interview is a social interaction that the applicant knows a lot about. He knows when and where it will take place, he knows the name, sex, and age of the person he will meet. He knows the purpose of the interview, and if the interview follows the genre norms, he may even know a lot about how it will be conducted. All of this information makes it a lot easier to prepare for the interview. In the spirit of Goffman (1959) the interview can be seen as a theatre play. There are many different versions of our most famous plays, but they all have the same basic components. The same is true for the job interview. The applicant who prepares himself and knows what the common components of the interview are can even take charge over the interview and its direction. This can be achieved just by making generic preparations for the interview. If the applicant also knows specific information about the company hiring, preparations can be even more valuable.

Knowledge about what the employer is looking for in the right fit may make it easier to adapt one's interview performance and give the applicant more control over his impression management (Goffman 1959, Wolfe 2015). This can be an argument for why the employer should keep this information to himself. On the other hand, most employers would agree that it is important to describe the person you are looking for thoroughly in the job description to ensure that you get the right applicants. Whether to disclose this kind of information or not can, therefore, be a tough choice. The solution may be to disclose some of the information, but not all.

2.3   *Using the interview to evaluate formal skills*

Most job interviews is used to evaluate fit through personality (Posthuma et al. 2002). They do not evaluate the formal skills of the candidate. For many jobs, it would not be difficult to use the interview to do this. Staging a job situation to see how the applicant performs, for instance role play, can be done for most jobs. For jobs where interaction is not important, tests can be set up that give the applicant a chance to produce and deliver a product that he will be asked to deliver if hired. In spite of the many ways one can test formal skills in the interview, most employers choose to rely on the CV and school diplomas for information about formal skills. In doing this, they reduce the value of the job interview to evaluation of only the applicant's informal traits, such as personality or verbal skills.

Candidates that are better at interpersonal dialogue and have desirable personal characteristics, are rated higher by interviewers. They promote themselves better, give more complete answers to questions, adjust to the interviewer, and adapt how they present themselves. The candidates that are best in these areas are not necessarily the best candidate for the job. One way that interviewer's can avoid the pitfalls of these traits would be to focus on the job itself instead of the candidate's personality in the interview (Huffcutt 2011).

2.4   *Ensuring fair and equal treatment*

As more and more companies have started using structured interviews, the objective for many is presumably ensuring that every candidate gets the same treatment (Macan 2009, Gierlasinski et al. 2010). Treating every candidate the same does not necessarily give them the same options. A person with low self-efficacy and little or no interview training will need more help from the interviewer in order to perform well in the interview. Some might see the level of self-efficacy as a personal trait and not wish to correct for it. Other employers may want to cancel out the degree of self-efficacy in order to better evaluate other personal traits or skills in the applicant. Applicants with the same level of formal skills may present them very differently if their degree of self-efficacy is different. Low self-efficacy may lead to a modest belief in one's own skills and a modest presentation of the applicant's capacity (Shantz & Latham 2012).

Treating the applicants differently to ensure that they get the same options in the interview can, therefore, make sense. This is a much more difficult task than ensuring that everyone is treated the same. This means that the interviewers must be very aware of their own influence on the setting. They must also know a lot about how different communicative actions they take affect the applicant so that they can adapt to the applicant's needs. The interviewers must be very skilled in communication and have good social skills. As different individuals react differently to different stimuli, the interviewer must be skilled in interpreting the responses in the context of the stimuli (Passer & Smith 2001).

2.5   *Controlling the interview context*

Most interviews take place in an informal setting, and it is quite common to do some initial small talk before the main part of the interview begins. The purpose of the small talk is to get the applicant to relax (Gierlasinski et al. 2010). The small talk can, however, have an impact on the interviewer's impression of the applicant and is, therefore, a part of the interview that should be as carefully controlled as other parts of the interview. During the small talk, the interviewer must take care that he initializes the small talk in the exact same way for all the applicants. He must ask the same questions and tell the exact same jokes in the exact same manner. This must be done to ensure that all applicants get the exact same relaxing incentives and the exact same possibilities to show their personality. As relaxed applicants generally perform better in interviews (Gierlasinski et al. 2010, Shantz & Latham 2012), this relaxing effort may give some applicants an unfair advantage if they receive more small talk than others.

As illustrated by figure 3, there are many factors, primarily related to the applicant's personality and experience that affect how the applicant responds to the interview setting and the input from the interviewer.
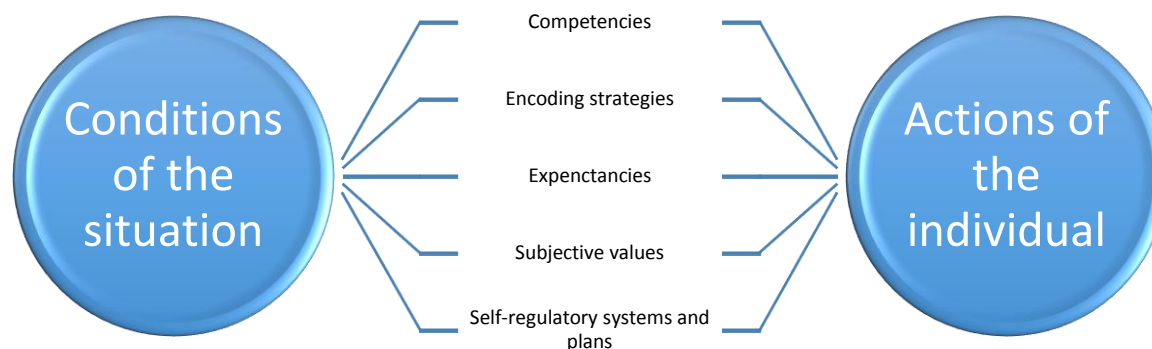
Figure 3: Actions affected by different conditions (Inspired by Atkinson et al. 2000:467)

The way the applicant reacts to the interviewer's small talk can also give an unfair advantage. If one applicant laughs at the interviewer's joke while another does not, this can influence the interviewer's first impression of the candidate and make him feel more positively towards the applicant's performance in the interview. A skilled candidate who is aware of the relevance of the initial small talk can benefit from faking during the small talk. If the candidate knows that he is more likely to be picked for the job if the interviewer likes him, he can apply social mechanisms that give him a better chance of being liked. Such mechanisms can be laughing at the interviewer's jokes, complementing the interviewer, agreeing with the interviewer, or seeking fake similarity with the interviewer. Examples of fake similarity can be claiming to support the same football team or liking the same music (Atkinson et al. 2000).

In other words, the interviewer must be very careful that he gives the exact same personal information about himself to every candidate. He must also be aware that the responses he gets during small talk can influence his evaluation of the candidate. Even if the interviewer knows that information and responses given during small talk can influence his impression of the candidate, it can be hard to prevent it from happening. Supporting the same football team is a very strong connection for many people, and it can be hard to discard this even if you are aware of the fact that it can be influential.

In order to prevent the candidate from getting an unfair advantage through fake or real similarity, the interviewer has the option of faking himself. Claiming support for a certain football team when the truth is that the interviewer does not care about football at all will

most probably not influence the interviewer's evaluation because of similar affiliation. The interviewer must still be aware of the other ways small talk can influence his evaluation, such as similar body language among other things.

2.6   The role of the recruiter in the interview

The job interview is a social interaction with a high level of dramaturgy. It can seem spontaneous on the surface, but will almost always be planned in advance, by both interviewer and applicant. Even though both parties prepare for the interview, the role of director will fall on the interviewer. He makes the decisions and manages the situation. The interaction can be compared to a couple dancing. It takes two to tango, but one part is expected to lead in a dance. The dance will, however, only be elegant if the other part attends to the cues and follows the lead`s intentions and moves. In the dance, both parties are equally responsible for the result of the dance even though one part has the role as the director (Goffmann 1959).

If the one who leads the dance is not conscious of his role as director, the other part may take charge, and the lead loses control of the dance. The same can occur in the interview. If the candidate takes control of the interview, he can drive the conversation in any direction he wishes and would probably lead it in the direction that will give the most favourable impression of himself. To present ourselves as well as possible is a natural wish for any human (Wolfe 2015), but this may make it difficult for the recruiter to get to know the actual person the candidate is. Recruiters might find themselves in situations like this, particularly with unstructured interviews, if they are not aware of whom it is that has the role of director in the conversation. This may be a strategical disadvantage for the recruiter, as he may not get the information he needs to make a strategic hiring decision.

Letting the applicant lead the interview, can, however, be a tactical move by the recruiter. This could be done in order to evaluate the leadership skills of applicants for manager positions. In such situations, giving up the lead would be done deliberately. This is a god way to use the interview as it can provide answers to questions about the candidates personality that may be difficult to answer through other recruitment tools (Garcia et al. 2008). By

shifting the control in the interview, the recruiter may see whether the candidate is confident, takes the power of control, and whether he is an extrovert or introvert. These are factors that could be signs of good leadership qualifications. Whether or not these are desired traits must be evaluated against the company's strategy. Note, however that giving up control will only be of value if it is done deliberately in order to answer clearly defined questions.

The recruiter's ability to be aware of and control his own feelings is important for the validity of interview. The interviewer's mood affects how he rates the candidates (Posthuma et al. 2002). Socially competent applicants will attempt to mirror the recruiter. Everyone likes to surround themselves with positive people. Many recruiters, especially midlevel managers, will be looking for a person they would like to work with. The candidates will benefit from showing a favourable mood that the recruiter likes (Posthuma et al. 2002). The candidate must either have good social skills or have luck with the chemistry with the recruiter in order to be able to succeed with this. The recruiter should be aware of the applicant's attempts to be liked.

When the recruitment tool is easily affected by the mood of the recruiter, it has some weaknesses. This is true for the job interview and it can be argued that this is one of the job interviews major drawbacks. However, all interactions and tasks performed by humans are to some degree subject to human flaws. To know about them is the first step in doing something to prevent them from becoming influential.

3.0   Faking

Humans are experts at adapting, both to their environment and to each other. Without this skill, the level of interaction that has made humans so successful as a group would be almost impossible (Wolfe 2015). It is when faking makes it difficult for the interviewer to get a valid impression of whom he will be hiring, that faking becomes a problem. The interviewer must have some knowledge of the difference between front-of-stage personality and backstage personality in order collect valid information from the interview. Faking can, however, also be viewed as a skill. Even if the most common view is that faking is lying, it can provide the

interviewer with valuable information about the candidate and be a positive addition to an interview

3.1   *Ensuring that what you see is what you get*

According to Goffman (1959), most of us have a front-of-stage personality and a back-stage personality. For some people, the difference between the two personalities is small, for others there can be a significant difference between them, and one personality may be unrecognisable to the people who are familiar with the other. Interviewers must be aware that they are most likely being presented the front-of-stage personality, as this is the personality most persons will display in an interview setting (Wolfe 2015). Knowing that most people have a front-of-stage personality that they present to the potential employer, we cannot accuse those who present the front-of-stage personality in an interview of faking. Or, at least, if we do, we have to accuse everybody of faking as this means that everybody fakes to some degree. The difference is that presenting the front-of-stage personality is, for most people, not a cunning way to trick the interviewer. It is something we do completely without thinking about it. It may, in fact, be impossible for some people to not do it (Wolfe 2015).

As it may be unnatural for some people to use their backstage personality in the company of strangers; the only way the interviewer will ever see the back-stage personality is if the person is hired. If this is true, the interviewers are forced to make decisions about who to hire knowing full well that they have not seen the undirected version of the person. To many, this may pose a problem as it is easy to regard the back-stage personality as the real personality of the person.

Evaluating the front-of-stage personality of a person may, however, give the employer exactly the information he is looking for. It is not uncommon to bring the front-of-stage personality to work every day (Goffman 1959). If the applicant is the kind of person who does this, the front-of-stage personality is what you will be hiring. The important question for the interviewer is then how the applicant uses his personalities and how the interviewer can know if the interview personality is the personality he will get when the applicant is hired.

To make the strategically best choice the recruiter must ensure that the actual best fit is recruited and not the perceived best fit. Knowing which applicant is the actual best fit, is, however, a difficult task that requires that the recruiter has knowledge of group psychology, how people interact, communicates and the long-term needs of the company.

3.2 *Using interview techniques to spot fake behaviour*

The interview techniques described in Gierlasinski et al. (2010) are primarily used to detect whether people are lying. Presenting a front-of-stage personality is not lying. Some people can be more comfortable, and, therefore, less stressed, when using their front-of-stage personality. This will make it almost impossible to detect that the person is showing you a carefully planned side of themselves.

One way to determine whether you are being presented with the front-of-stage personality is to try to make the applicant break character. By asking the person a series of personal questions, getting him to talk about something that he is passionate about or simply getting the person to relax, it may be possible to make the applicant switch to his backstage personality. Unfortunately, this will only work if there is enough difference between the front-of-stage personality and the backstage personality to make it clear that the switch happens.

Goffman (1959) accounts for the difference between the expression on gives and the expression one gives off. The difference between the two is closely related to the verbal clues and the non-verbal clues described by Gierlasinski et al. (2010). The expression one gives is presented verbally. It could be argued that to fake an opinion, fake about the facts or fake an intention is easier than to fake an emotion or to fake motivation. The two latter are inextricably linked to the expression one gives off because it is hard to fake the body language that is expected to accompany these feelings. If this is so, the non-verbal clues are a source of information that it more reliable and should be payed close attention to during an interview.

Verbal clues	Non-verbal clues
Speech pattern changes	Changes in posture
Repeating the question	Illustrators
Intermittent memory	Hand covering the mouth
Character testimony	Manipulators
Answering with a question	Fleeing position
Tolerance toward dishonesty	Crossing the arms
	Push away evidence
	Fake smile

Table 4: Verbal and non-verbal clues of lying (Gierlasinski et al. 2010:44)

Another way to see if the front-of-stage personality is what you will get when you hire can be to compare the how the person describes himself with his body language. The verbal and non-verbal clues described in table 4 can be a good starting place. A person who describes himself as very calm but spends the entire interview fiddling about with a pen or a piece of paper may be displaying that there is a difference between who he is and who he would like to be. It is however, crucial to compare the candidate with himself, not with others. Some candidates may talk with their arms crossed the entire interview. This does not mean that all they say is a lie. It is *change*s in speech and behaviour that the recruiter must look for (Wolfe 2015).

3.3   *Do you really need to know who is faking?*

A person who is presenting his front-of-stage personality may not necessarily be faking (Wolfe 2015), and faking may not necessarily be a problem for the interview result (Wolfe 2015). This raises the question of whether it is necessary to know which candidates are faking. It can be easy to think that as long as the person seems likeable it is not so important what personality he uses for work. An employer who is looking to make strategic decisions about hiring will, however, not think like this. In order to make strategic decisions, information about the core character traits of the person is valuable (Wolfe 2015). A person who would like to be flexible, and who thinks of himself as flexible, will no doubt have a flexible front-of-stage personality. If flexibility is on the top of the employer's list of desired traits in the applicant, this will not be enough. The person must be flexible through and through.

The interview may not be the best tool to ensure that a desired trait is a core value with the applicant. The interview is a calm and collected situation, and it can be easy for some people to simply give the desired answers without truly believing in them (Gierlasinski et al. 2010). If flexibility is an important trait for the employer, a common question in the interview setting will be to ask the applicant what the concept of flexibility means to him. This will be difficult to answer if you do not care about flexibility, if you have not prepared for such a question, or if you are generally bad at making up answers as you go along. This question will be easy to answer if you genuinely care, have prepared, or are good at winging it. The problem for the recruiter is that a number of combinations of these factors will produce a good answer, but this does not necessarily mean that the person possesses the core value. An illustration of the factors that can influence the answer and the possible outcomes is given in table 5.

Factors that influence the answer			Result
Don't care	Haven't prepared	Not good at winging it	Bad answer
Don't care	Haven't prepared	Good at winging it	Good answer
Don't care	Have prepared	Not good at winging it	Good answer
Care	Haven't prepared	Not good at winging it	Bad answer
Care	Haven't prepared	Good at winging it	Good answer
Care	Have prepared	Not good at winging it	Good answer
Care	Have prepared	Good at winging it	Excellent answer

Table 5: Factors that can influence an answer given in an interview

Naturally, a number of other constellations can occur, and there are also a number of other factors that can influence the applicant's answer. The array simply shows that a good answer does not necessarily come from a person who is deeply committed to the trait in question. In order to know which candidates truly holds the skill one is looking for, it is important to know which candidates are faking (Wolfe 2015).

3.4   Faking as a resource

Most interviewers meet with several candidates during the hiring process. Some candidates will be quicker to adapt to the interviewer's communication style; others will be slower. For some positions, the ability to adapt to the interviewer's style can be a trait the recruiter is looking for, and it might, therefore, be perceived as a quality within the applicant (Ajzen 1985). For other positions it might be more interesting to hire somebody that will dare to disagree. Whether faking is perceived as a positive or negative factor depends on what the

company is looking for. It is, therefore, important that the interviewer has a clear perspective of what it is that the company is looking for. It is also important that the interviewer is familiar with the concept of faking and is able to identify it in an interview. If the interviewer lacks these abilities, it will be much harder for the business to make strategically sound hiring decisions.

In order to be good at faking, it is almost certain that the applicant has to have good knowledge of interpreting social situations (Wolfe 2015). This type of knowledge will also be an advantage in many job situations that demand a certain level of social competence. Even though characteristics of different jobs vary, a person who is good at faking in an interview, may be equally good at faking in job situations and can in that way perform well in his job. An applicant who adapts easily to the interviewer and quickly establishes a friendly environment may de deploying a skill set that is valuable in many job situations. The interviewer should recognize this and consider whether this skill set is of value in the job for which he is hiring.

Some interviewers may see faking as an untrustworthy trait. As trust is vital among colleagues, this can lead to a negative evaluation of the candidate. The interviewer may fear that persons who are good at faking make it impossible to know when the person is sincere. This may lead to uncertainty among colleagues. This is yet another reason why it is of interest to discover faking during an interview (Wolfe 2015). Many recruiters will check references after an interview to see if the interviewer's impression is related to the one the reference person gives. Talking to references may add increased value if the reference process is used to check on whether the applicant has been faking during the interview. In order to discover this, the interviewer should think about what he might ask the reference while conducting the interview.

4.0   Training

Some humans have a natural talent for performing a specific task. For most of us, however, getting good at something requires a lot of training. Having performed a task before, or having experience, usually means we will perform better if asked to repeat the task (Atkinson

et al. 2000). The interview is a social interaction and being good at social interactions in general will be an advantage for any applicant. Being good at interviews in particular will be even more beneficial. But what effect does this have on the interviewer's opportunity to gain reliable information about the candidate? And what is the influence of personal traits about the candidate, such as self-efficacy and motivation, on the interviewer's evaluation?

4.1   The interview competence of the applicant

When employees are recruited internally, the recruiter has some knowledge of the candidate prior to the interview. This may reduce the importance of the job interview. For external candidates, however, the performance in the job interview can be the make or break for his chance of getting the job (Sonnenfeld & Peiperl 1988). The job interview serves two purposes: the employers are in need of a method suited to find and employ the best candidate, and the candidate needs a setting where he can show what he has to offer. The job interview may not always be the best answer to these two needs. It is, however, one of the most commonly used recruitment tool (Macan 2009). As the job interview is so common, it is safe to say that preparing for it is a good investment for the applicants (Shantz & Latham 2012).

Experience with job interview situations is valuable for the applicants. Research has shown that older applicants are better at job interviews than younger applicants are. As illustrated in figure 3, page 30 and 74, experience is one of many factors that influence behaviour. Although there may be several explanations why older applicants are better at interviews, it is very likely that the older applicants have more experience with job interviews and, therefore, perform better (Smith et al. 2014). Attending job interviews is a way of training for later job interviews. The more you train for a task, the better you will conduct it. If an applicant lacks real experience from job interviews, research shows that he may benefit from interview training.

The candidate's formal competence can also influence the candidate's interview competence. To have a CV without gaps has been seen as important in order to be an attractive candidate, as most of us have been told that unexplained gaps in our study and work history make us less attractive in the job market (Lynd-Stevenson 1999). During different scenarios in the world's economy, even desirable candidates may be without a job for a longer or shorter period of

time. If you have a good reason for your unemployment, you will probably be attractive to new employers and feel no shame associated with the reason for not having a job. Applicants who have a good reason for unemployment may apply for jobs in other industries than their primary sector and have strong beliefs in their qualifications' capacity to transfer (Liu, Huang & Wang 2014). Applicants who do not have a good reason may be more reluctant to apply for new jobs, especially if the job is outside their initial employability radius (Thijssen et al. 2008). This shows how past job history may have a significant effect on the applicant's self-efficacy (Huffcutt 2011). As self-efficacy is known to have an impact on how the applicant performs in the interview, their past job history should be taken into account by the interviewer when he makes his evaluations of the applicant.

4.2   *Preparing for the job interview by raising the self-efficacy level*

Prior to the job interview, many applicants practice in order to be prepared. Many job interviews are conducted in a similar way, and anyone can prepare for it by practicing answering frequently asked questions. To be able to communicate and establish a good dialogue may, however, be more important than to answer questions in a way that is perceived to be correct. The interviewer is looking for the right fit, and research by Garcia, Posthuma and Colella (2008) shows that the applicant who is well liked, more often is perceived as a good fit. This can mean that the more socially competent a person is, the better he will be rated. Working to improve one's social skills can be a valuable way of preparing for the job interview. One way of doing this is working to improve one's self-efficacy. High self-efficacy can boost a person's social skills. All applicants can increase their self-efficacy level ahead of an interview (Tross & Maurer 2008). This means that a higher level of self-efficacy is achievable for most people.

Research has found that self-efficacy is not only important for the applicant in a job interview setting, it is also beneficial for employees' everyday work life (Maertz et.al. 2002, Shantz & Latham 2012). To believe in oneself and one's capabilities increases motivation and courage to solve different situations. If a person can build up his self-efficacy level before a job interview, he probably would be able to do so in his everyday work as well. He will perform better in the interview setting, but he would also probably perform better at work. In this way,

self-efficacy training can be seen as a lasting personality alteration that should not be seen as faking.

Self-efficacy is often reduced by high levels of anxiety and stress. Reducing anxiety could lead to higher self-efficacy and the other way around. As high levels of anxiety have a negative effect on a person's ability to perform his best, training to reduce anxiety in job interviews will probably give the applicant a better chance of getting a job. It may also present the recruiter with a more accurate impression of the applicant. Applicants who have strategies for reducing stress in the interview situation may very likely show a positive effect from the training on other parts of their life.

4.3 Preparing by altering the front-of-stage personality

Self-efficacy training, like writing written self-guidance, has shown a positive effect for the applicant in a job interview (Shantz & Latham 2012). The applicant is more confident about himself and has a clear view of what his strengths for the job at hand are. The effect of higher self-efficacy can also be that the applicant has more confidence in, and is more comfortable with, his backstage personality. This may, in turn, make it easier for the recruiter to choose the right candidate for the job. In that case, training of candidates can lead to a less expensive recruitment process.

Knowing that it is important for the candidate to be liked by the recruiter (Garcia et al. 2008), training for job interviews can also be done by altering the applicant's front-of-stage personality to be more appealing to the recruiter (Goffman 1959). It can be difficult to know the preferences of a recruiter when you have not met the person, but some traits are universally liked or disliked. A smiling, happy face is almost always perceived as a sportive trait. A clean appearance with the proper cloths, likewise. Generally likeable tone-of-voice and ways of formulating one's answers are also practicable. To give candidates training that is aimed at influencing the interviewer's impression, may be seen as unethical by some. It is however our claim that training for the job interview is no more unethical than training for any other exam or test that requires a certain set of skills. Improving one's abilities is not unethical.

4.4   *Preparing by reducing stress*

Another way to prepare for the job interview situation can be to reduce anxiety (Tross & Maurer 2008). This can be done by increasing the applicant's ability to understand the job interview context and the recruiter's behaviour. According to Bandura's social cognitive theory the environment affects a person's behaviour (Passer & Smith 2001), as shown in figure 2, behaviour and environment is linked in a cicular process.
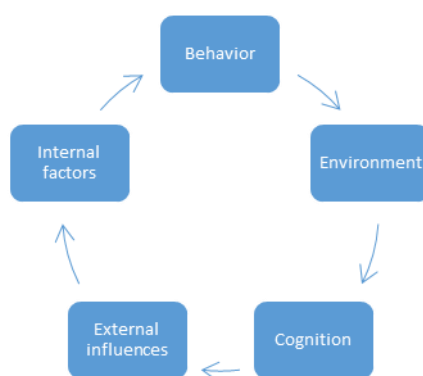
Figure 2: Circular process of behaviour and environment
(Inspired by Atkinson et al. 2000:466)

Knowing how to decode a recruiter's body language and other subtle clues, can help the candidate relax and feel in control. Programs designed to increase candidate's self-efficacy, such as modelling and WSG, can help candidates to read the recruiter's signals in addition to helping them feel more relaxed in the interview setting (Shantz & Latham 2012). VR-JIT, WSG, and other such programs might prepare candidates to be able to focus in the interview. This can be crucial for a good interview performance (Smith et al. 2014). Depending on the recruiter, the best strategy for the applicant may be not to have all the answers lined up. Qualified recruiters could possibly see past the rehearsed phrases, while not-so-qualified recruiters might appreciate and consider them as good candidates for being able to answer well. It might seem easier for good recruiters to spot the competencies in the applicant despite a lack of social competency.

Training programs such as WSG or VR-JIT may have another positive effect on an applicant's stress level during the interview. This is the feeling that WSG and VR-JIT gives of being prepared. The feeling of being well-prepared can have a placebo effect that will boost

the applicant's level of self-efficacy even if WSG or VR-JIT has not succeeded in preparing the applicant for the interview in question. Whether the applicant is well prepared or only feels well prepared may be of less importance. Nevertheless, the applicant will probably walk through the door to the interview believing in himself (Smith et al. 2014).

4.5   Applicant motivation

Most adults are dependent on an income. For this reason, one can presume that the job interview will be much more important for persons with no job than for candidates applying to check their employability radius (Gierlasinski et al. 2010; Thijssen et al. 2008). A candidate without a job stands to lose more by not getting the job. Such candidates might more easily perform what we have described as faking. Faking does not have to be purely negative. Faking can be a sign that the candidate is very motivated for the job. A highly motivated employee contributes better to the company than a less motivated employee (Wentzel & Miele 2009). Recruiters could, and should, for that reason, ask about the applicant's motivation for this job specifically.

Motivation can come from any number of sources. Some motivation can make the candidate the right person for the job, but some motivation can indicate that this applicant is the wrong choice for the company. The recruiter must find the applicant with the right motivation (Smith et al. 2014). In order to know which candidates have the right motivation and which candidates do not, the recruiter should be sensitive to the applicant's surroundings. The factors that motivate an applicant can be of strategic importance. If the applicant is unemployed, giving him a chance with the company can produce a loyal, lifetime employee. If the company offers the security the applicant is looking for, he might be a better employee than others with different motivation (Sonnenfeld & Peiperl 1988). Unemployment can, on the other hand, also lead the applicant to apply for just about any job. If this is the case, he may very soon be looking for a new job. The interviewer must consider these factors in the company's work with HRM and strategic planning for the company.

Summary

In spite of many changes in the job market, increase, in the education level among people, and new ways of organising work places, the interview has kept its position as one of the most used recruitment tools (Posthuma et al. 2002). This position is challenged by online test-tools that claim to be able to provide more reliable information at a lower cost. Still, almost no hiring decisions are made without a meeting between the company representative and the applicant (Macan 2009). In most cases, this meeting is an interview. The purpose of this paper was to take a closer look at the interview and its value as an enabler of strategic hiring decisions.

The foundation for the discussion was in case studies performed by researchers in many academic fields. We believe that this was the most effective approach to answering our research issue. Throughout the work on this paper, we have found that being from different educational backgrounds has been useful. We have drawn upon our experiences from working with HR and organisation culture, and this has broadened and enhanced our approach.

We started out searching through Google Scholar and the research databases at our university for any research on the job interview, interviews in general, and strategic HRM. The search led us to the reviews by Posthuma, Morgeson, and Campion (2002) and Macan (2009), and this formed the historic portion of this paper. The searches quickly made it clear that we had to narrow the scope to look at certain aspects of the job interview and leave others out. We decided to focus on faking and training. After explaining these terms thoroughly, we accounted for several other terms that make it easier to understand and discuss faking and training in relation to the job interview. In this paper, we have also shown that perspectives from psychological and sociological theories provide an improved understanding and a helpful backdrop to better understand the mechanisms of the job interview, how the interview is influenced by many factors, and how it is possible to work with these factors and turn them into advantages in the process of strategic recruitment.

This paper shows that if a company wants to use the interview to make strategic hiring decisions, their recruiters must be aware of certain aspects of the job interview and view it as a social interaction between the applicant and the recruiters.

1.0   Strategic use of the interview

When it comes to strategic recruitment, it is difficult to give advice on how companies should conduct their recruiting that will be valid for all businesses. There is, however, one thing that seems to be clear to us after working with this paper; if your company is within the sphere of business which is popularly called the knowledge business, strategic hiring must mean that you are looking to keep your employees for as long as possible (Sonnenfeld & Peiperl 1988). The longer they have been employed, the more valuable they are to you because they have achieved knowledge about your products and your company that new employees cannot have. If this description fits your company, a strategic way of using the interview is to use it to find out whether the applicant is the kind of worker that will stay with the company or not. The interview may not be able to deliver a 100 percent reliable answer to this question, but this thesis had shown that it is possible to gain valuable information from the interview if it is used wisely.

Companies may also have other reasons to arrange interviews. In the knowledge business, the best candidates are very sought after, and candidates may have several job offers to choose from. The interview provides a good arena for a company to show off, to impress the candidate and make him choose to come to work for them.

Based on the work done with this paper, our conclusion is that the interview can be used as a strategic tool but only if there is a strategy behind using it and recruiters are aware of it and the many pit falls that come with this tool.

2.0   Recruiter competence

One of the most important findings of this paper is the conclusion that in order to use the interview as a valuable tool in the recruitment process, the recruiter must know what he is doing. Applicants training for the job interview or faking in the job interview can influence

the recruiter's evaluation of the candidate (Shantz & Latham 2012). Knowledge of the implications of these factors and an understanding of the job interview as a social interaction may, however, reduce the frequency of invalid evaluations. It is, therefore, troubling that many companies use recruiters without formal competency within recruiting. The lack of educational options for recruiters, at least in Norway, is a good argument for the development of more courses and training for recruiters. Without formal training it may prove difficult for an interviewer to not be affected by biases.

3.0   Biases

The research examined in this paper, in particular Posthuma et al. (2002), clearly shows that the hiring process is influenced by many biases. Many of these biases will have greater effect on the hiring decision if the interview is the chosen recruitment tool. The reason is that certain information about the applicant is made available through social interaction. This happens whether we are consciously aware of it or not. Just by looking at a person, another person can determine race, age, and gender. Often it is just as easy to determine religion, sexual orientation, and political view. This is information that can affect the recruiter's evaluation of the candidate.

Biases can make it difficult to make strategic hiring decisions (Macan 2009). The strategic recruiter must be able to look beyond appearance and demographics. In order to find the person who is the right fit for the company's strategic goals, the recruiter must look for personal and cultural traits of the applicant that define his personality. Biases can come in conflict with this mission as many stereotypical perceptions can be so firmly rooted in our consciousness that we do not even know they are stereotypical perceptions. We come to think of them as truths, and we are not aware of the influence they have on our evaluations and decisions (Atkinson et al. 2000).

It is possible to remove some bias-prone information from the interview setting, but it is difficult to remove all of this information. The fact that information that invokes biases is hard to remove from the interview setting is an indication that the interview may not be well suited to provide valid information on which to make strategic hiring decisions.

Biases cannot be completely avoided. Accoring to Atkinson et al. (2000) and Posthuma et al. (2002) the best way to deal with them may be to acknowledge that the recruiters all probably have one or more of them and to take this into account when recruiting. Measures should be taken. If possible, some information should be withheld from the recruiter. Discovering which biases are at work in the company can be difficult, but some information can come from looking at the existing work force. If the work force is very homogenous, this can imply that one specific type of person is being hired over others. A strategic evaluation of the work force can determine which candidate will be the right fit in the long run.

4.0   The right fit

Knowledge of the applicant's personality is the key to determining which candidate is the right fit and making the right strategic choice. This is an argument in favour of internal recruitment after the academy model. The recruiter's knowledge of the personality of an internal candidate will exceed the knowledge he can have of an external candidate. This is because the interview is not well suited to gain a good impression of a person's personality. It is too short, too formal and casted, and too easy influenced by faking.

It is not uncommon to hear leaders and recruiters describe the interview's purpose as getting to know the candidate. Recruiters should know that the interview is not very well suited for getting to know more than superficial facts about a person and meeting their front-of-stage personality. If, on the other hand, the recruiter knows the external candidate personally, this will, according to Lynd-Stevenson (1999), give him better grounds for evaluating if he is the right fit for the business. Knowing the candidate well is the only way to know who is faking. Still, internal recruitment should not be done by internal recruiters alone if the company wants to be sure that the many biases that come with knowing people will not influence the hiring decision.

It is possible to make a general decision about whether to recruit externally or internally on a strategic level. Some companies recruit externally only at the lowest level. This means that

you minimize the consequences of hiring wrong and avoid dealing with both internal and external candidates when recruiting for mid- and top-level positions.

5.0   Interview context

This paper also highlights the importance of considering the interview's context. Many companies use a lot of time and effort to ensure equal opportunity between their interviews and give the candidates the same opportunity to impress. The research done in this paper shows that, for all practical purposes, it is impossible to make two interviews alike in every way. This is confirmed by Passer and Smith (2001) and Wickström and Bendix (2000). Using interview guides and thereby assuring that every candidate gets the same questions is not enough. The interview is a social interaction, and this will almost certainly benefit the applicants who are good at social interactions. In order to get valid and reliable information from an interview, it is crucial that the interviewer is aware of this.

The way the interview is conducted and the informal small talk that is performed before and after the interview, can have great effect on the recruiter's overall impression of the candidate. Recruiters should be aware that the interview, for all practical purposes, starts when the applicant and the recruiter meet. The interview is a social interaction, and, as emphasized by Atkinson et al. (2000), every social interaction brings with it traces of earlier interactions. Everything that is said and done leaves an impression. Because of this, no two interviews are the same, and it is important to be aware of this.

Atkinson et al. (2000) and Gierlasinski et al. (2010) account for the effect of the physical context of the interview on how the applicant is evaluated. Some people are comfortable in an office environment; others are not. An interview set up with a panel of recruiters along a line facing the applicant can give another interview climate than an interview conducted around a round table. A relaxed candidate is likely to give a more valid impression of who he is, or who he wishes to be perceived as being. Relaxing the candidate can, therefore, be a good strategic investment. If a candidate is very nervous, he should probably be given more time for small talk and relaxing. This is because the recruiter wants to see exactly who he will be hiring, and it is unlikely that the candidate will be equally nervous when he comes in to work.

To make a strategic decision, the recruiter needs to see how the candidate behaves when he is relaxed.

From a strategic perspective, the physical and mental surroundings of an interview can offer an extra opportunity to make a good hiring decision. This is because most people will perceive themselves as what Goffman (1959) called back-stage, or not yet on the stage, in this situation. This can give the interviewer a better understanding of who the applicant is and what his personality is like. Some recruiters walk you from the interview room to the exit to ask the applicants how they felt that the interview went. This can be the most important question in the entire interview, seen from a strategic perspective. The opportunity to see the applicant in a relaxed manner in an informal atmosphere is the interview's best feature as a recruitment tool. In this sense, the interview is more likely to deliver reliable information than other recruitment tools. It is, however, important to know that candidates who know this are likely to turn their front-of-stage personality on before entering the building and keep it on until they have left.

Recruiters who have both internal and external candidates on their interview list face an extra challenge when it comes to ensuring that all candidates get the same chance to impress. If this is the situation, and the company does not want the bias that comes with knowing someone to affect the decision, the interview should be performed by someone who does not know, or at least does not work closely with, the internal candidate.

6.0   Faking

In this paper, we have limited the concept of faking to only contain the act of consciously altering one's verbal and physical behaviour in order to gain an advantage. Still, it is clear that some degree of faking is natural in an interview setting simply because the candidate is looking to please the interviewer and live up to his expectations. As the interview is a social setting, most people will adapt somewhat to the expectations of the other people involved in order to get along. It is the human desire to be liked and to get along with others that leads us to have a front-of-stage personality (Goffman 1959). The use of this personality is not deception, but a natural way of behaving for most people. The human capacity to live together

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in large groups and work together has been an attribute of a key role in our success on this planet (Atkinson et al. 2000). The front-of-stage personality may be a necessity because it keeps the surface of the social interactions smooth. Interviewers looking to make strategic hiring decisions based on the personality of the applicant should be aware of the difference between natural faking done to secure a smooth interaction and the acts of faking that are so far from the person's true personality that they could be called deception.

Even a very skilled recruiter will have problems spotting all fake behaviour in an interview (Wolfe 2015). It may even be said that it is impossible to know exactly who is faking about exactly what. If the interview is the only tool the recruiter has to reveal faking, measures specifically designed to detect faking should be taken. There are several ways to do this. Most contain an element of surprise in order to catch the applicant off guard. Based on the research done in this paper we also recommend that the interviewer keep a strong hold on the direction of the interview. The grounds are better prepared for faking if the applicant gets too much control over the dramaturgy of the interview.

Faking has the potential to disturb the process of strategic hiring decisions as it can lead the recruiter to make the wrong recommendation on who to hire. Companies that use only interviews as a recruitment tool, should school their recruiters to be aware of faking, to spot faking, and to take faking into account when making evaluations of the applicants. The job interview's vulnerability to faking speaks against the job interview as a recruitment tool for making strategic hiring decisions.

7.0   Training

As long as the interview is still one of the most used recruitment tools by many companies around the world, training for the interview will be a good investment for most workers (Shantz & Latham 2012). Confidence and self-efficacy make it easier to make a good impression during the interview. Despite the fact that most people will benefit from interview training, not all applicants will undergo such training. Whether a person has had interview training can be valuable information to the recruiter as it speaks to the applicant's motivation. The reason why the applicant has done so can also be interesting and provide information

about the applicant's employability radius and employability competencies. A recruiter should also be aware of the effect of learning by doing when it comes to interview skills. Experienced applicants will have been to many interviews and gotten their training from that. How much experience the applicant has with job searching may be an indicator of how many times he has switched jobs, and this can be strategically interesting information when recruiting.

The fact that it is possible to train for the interview does not devalue the job interview as a strategic tool for recruitment compared to other existing tools. It is possible to train for most things. The human capacity to learn and acquire new skills is also a success factor that has helped humans get to where we are. It is not something that we can avoid when we are making hiring decisions (Liu, Huang & Wang 2014). The result of most available personality tests used in recruiting are also easy to manoeuvre if you know how they work or have taken them earlier. In this sense, the interview comes out as a better tool than many other tools. Because the interview is a social construction, and because you never quite know what will happen next in social interactions, the interview is harder to prepare for. What the candidate can prepare for is interviews in general. This is a good skill to have and will certainly affect your performance in the interview (Tross & Maurer 2008). You can, however, not prepare for the actual interview, and this element of uncertainty can be of value when the recruiter seeks out strategically interesting information.

8.0   *Suggestions for further research*

This thesis concludes on the basis of the available research that applicants with a high social competence achieves better results in the job interview. Further research should be done to study hove psychological mechanisms like motivation, modelling and learning theories affect both interviewer and applicant (Ajzen 1985, Atkinson et al. 2000, Passer & Smith 2001). The fit between recruiter and applicant in personality and interest and the ability to train and fake this similarity, should studied in real live situations and in a wider degree than has been done until now.

In addition to this, studies of the interviewer's ability to uncover impression management should be performed. If interviewers can be trained into doing so, it is useful to know whether they can make accurate hiring decisions when the candidate uses impression management. It is also necessary to research if candidates can learn how to use impression management strategically. The current research does not conclude whether or not impression management affects the job interview's validity. Indeed, further research is needed overall on the social factors influence on the job interview.

Most of the research that has been conducted on training of applicants has been done on applicants with special needs. We have not included these in our paper. A negative aspect of this is that the research we have used has had few participants. Further research on training and training models should be done on larger groups. There are also mixed results when it comes to the effect of training. A meta-analysis is needed to establish whether training has an effect.

This thesis shows that educating the recruiters is necessary in order to make valid hiring decisions on the basis of the job interview. We recommend further research into what the components in such an education should be.

Studies on the job interview included in this paper have one or more methodological factors that make them not applicable for generalisation. Many studies have been done in research settings where the participants have been students. Real life situations, with a large number of participants where the applicants and the interviewer have something at stake, could bring important information to the field of using the job interview as at recruitment tool.

Tables

Figures

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