

**Is More Always Better? How Preparation Time and Re-recording Opportunities Impact
Fairness, Anxiety, Impression Management, and Performance in Asynchronous Video**

Interviews

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The Version of Record of this manuscript has been published and is available in the *European Journal of Work and Organizational Psychology* (Accepted Dec. 2022) -
<http://www.tandfonline.com/10.1080/1359432X.2022.2156862>

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Abstract

The present study examined how variations in the design of asynchronous video interviews (AVIs) impact important interviewee attitudes, behaviors, and outcomes, including perceived fairness, anxiety, impression management, and interview performance. Using a 2x2 experimental design, we investigated the impact of two common and important design elements on these outcomes: (a) preparation time (unlimited versus limited) and (b) the ability to re-record responses. Using a sample of 175 participants completing a mock AVI, we found that whereas providing such options (i.e., unlimited preparation time and/or re-recording) did not impact outcomes directly, the extent to which participants actually used these options did affect outcomes. For instance, those who used more re-recording attempts performed better in the interview and engaged in less deceptive impression management. Moreover, those who used more preparation time performed better in the interview while engaging in slightly less honest impression management. These findings point to the importance of investigating the effects of AVI design on applicant experiences and outcomes. Specifically, AVI design elements produce opportunities for applicants not typically present in synchronous interviews, and can alter interview processes in crucial ways. Finally, not all applicants use these opportunities equally, and this has implications for understanding interview behavior and outcomes.

Keywords: Asynchronous video interview; impression management; interview anxiety; fairness; technology

Employment interviews play a critical role in hiring new employees in organizations. It is one of the most frequently used selection methods, and determines many hiring decisions (Huffcutt & Culbertson, 2011). However, the way interviews are conducted has changed, with traditional in-person interviews increasingly complemented with, or even replaced by, technology-mediated formats (Potočnik et al., 2021; Woods et al., 2020). Asynchronous video interviews (AVIs) have become a common component of the selection process for many organizations, especially during the COVID-19 pandemic. For instance, just one AVI provider, HireVue, claims to work with over a third of the Fortune 100 companies and to have hosted over 15 million AVIs by the end of 2020 (HireVue, 2020). This is likely because AVIs can be faster and cheaper to use than other interview modalities (Brenner et al., 2016; Torres & Mejia, 2017), and represent a convenient option for both organizations and applicants (Lukacik et al., 2022).

AVIs differ extensively from both in-person or video-conference interviews. They require applicants to log onto a web platform, read or watch interview questions, and video-record their responses to be subsequently reviewed by a hiring manager or automatically rated by a computer algorithm (Langer et al., 2017). Research on AVIs has emerged only recently (e.g., Basch et al., 2020; Hiemstra et al., 2019). This work has most often either looked at AVIs more generally, or compared AVIs against other interview modalities, thus taking what Landers and Marin (2021) call a *technology-as-causal* perspective. This implies that previous research has mostly considered “the AVI” to be a monolithic concept (i.e., all AVIs are the same). However, AVIs come with a large variety of design options that may crucially and differentially affect interview processes and outcomes for applicants and organizations. For instance, the time provided to applicants to prepare their responses, the number of recording attempts allowed, the opportunity to interrupt an AVI, or the type of evaluation (i.e., human vs. automated) all depend

on technology-design decisions made by hiring organizations. Acknowledging that such design options are a central aspect of AVIs, and may crucially affect outcomes for all stakeholders in AVI-related hiring processes, is in line with what Landers and Marin (2021) describe as a *technology-as-designed* perspective.

In practice, organizations are already making decisions on AVI design in every hiring process, but research has only recently started to take a *technology-as-designed* perspective on AVIs. Thus, there is still much that is unknown regarding how AVI design impacts applicant reactions, behaviors, and performance. Building on a recent theoretical model of AVI design (Lukacik et al., 2022), the present study examines how two key design decisions (preparation time allocated and opportunity to re-record responses) and their actual use by interviewees (preparation time used and number of re-recordings used) influence applicants' fairness perceptions, anxiety, use of impression management (IM) tactics, and interview performance.

This research contributes to the employment interview and personnel selection literature in four key ways. First, it takes a *technology-as-designed* perspective and represents one of the first empirical investigations of central propositions from Lukacik et al. (2022). Second, it complements initial research examining AVIs as a general selection method (e.g., Basch & Melchers, 2019; Langer et al., 2017) by highlighting how specific AVI design elements can influence applicants' interviewing experience. Research on AVI design will help advance our understanding of the value of AVIs as selection instruments, as well as the psychological implications of AVI design, similar to research that has investigated more traditional, in-person interview design (e.g., the role of interview structure; Levashina et al., 2014). Third, it emphasizes that different AVI designs may create opportunities for different interviewee behaviors (e.g., may enable applicants to record multiple interview responses), but that

applicants' actual use of these opportunities should be considered as well. Finally, our research provides important recommendations to hiring organizations and AVI providers about the benefits and risks associated with two key design elements, and can guide applicants in how to use the opportunities offered to them to their advantage (e.g., to improve their interview performance).

AVI Design and Applicants

The AVI Process

Whereas traditional interviews include an in-person interaction between the applicant and one or more interviewers, organizations have also relied on phone or video-conference interviews, for instance to save time and money (Blacksmith et al., 2016). In addition to video-conference interviews (e.g. via Zoom, Teams, Skype or similar software) that have become both commonplace and necessary with the COVID-19 pandemic, AVIs are another form of technology-mediated interview that have increased in popularity. AVIs (also known as digital, one-way, or on-demand interviews) differ from both in-person and video-conference interviews (Lukacik et al., 2022). They involve no synchronous communication between applicants and interviewers or organizations. Instead, applicants receive an invitation to participate in the AVI and are asked to access an online platform using a device with a webcam and microphone. There, they read written interview questions (or watch a video-recording of someone asking the questions), and then record their video responses. Applicants' recorded responses are subsequently reviewed by one or more hiring managers. In some cases, responses are even automatically scored by computer algorithms (Langer et al., 2019) that take the recorded video information as input to provide automatic ratings of applicants' interview performance or personality (Hickman et al., 2022; Woods et al., 2020).

AVIs vs. Traditional Interview Modalities

Preliminary research on AVIs has emerged in recent years, largely examining applicant attitudes, reactions, or intentions regarding AVI technology at a general level, comparing AVIs to more traditional interview modalities, and often relying on scenario-based experiments or self-report data. For instance, AVIs differ from in-person or video-conference interviews on central communication and media attributes, and applicants tend to perceive them as “creepier”, less personal, and more concerning regarding privacy (Langer et al., 2017). In addition, AVIs (Basch et al., 2020; Hiemstra et al., 2019), video-conference interviews (Basch, Melchers, et al., 2021; Blacksmith et al., 2016; Proost et al., 2020), or interviews where applicants interact with a virtual interviewer (Langer et al., 2019) are generally perceived as less fair, less valid, and lead to lower organizational attraction for applicants than traditional in-person interviews. Studies have also directly compared AVIs and video-conference interviews, with some reporting lower fairness perceptions in AVIs (Basch et al., 2020) and others reporting similar perceptions (Suen et al., 2019).

There is preliminary evidence that applicants can receive higher performance ratings in AVIs than video-conference interviews (Langer et al., 2017). In addition, AVI ratings correlate with job performance (Gorman et al., 2018). However, such evidence is based on one study with a small sample of online panel respondents and self-reported job performance. Furthermore, initial evidence indicates that AVI evaluations can be significantly biased by non-relevant factors like applicants’ physical attractiveness (Torres & Gregory, 2018). In sum, there is some preliminary evidence on how AVIs in general are perceived by applicants or used by hiring managers, as well as applicant performance in AVIs versus other interview modalities. However, to date, research examining specific AVI design elements remains scarce.

The Importance of AVI Design

Recently, Landers and Marin (2021) have emphasized how research on technology in the workplace has experienced various paradigm shifts: Earlier work has focused on simply comparing technology and non-technology options (i.e., a *technology-as-causal* paradigm). Previous research has also examined how technology can interact with individual differences (e.g., traits or states) to predict behavioral outcomes (i.e., *technology-as-instrumental* paradigm). The vast majority of the AVI research to date has been aligned with one of these two paradigms. Unfortunately, both consider technology as a monolithic and exogenous element (e.g., AVIs as “a technology” in general). For instance, researchers have been limited to examining differences in reactions or behaviors between people using vs. not using the technology (e.g., fairness reactions of applicants using AVIs vs. in-person interviews - Melchers et al., 2021) or considering the interaction between the technology and psychological constructs (e.g., do fairness reactions to AVIs depend on applicant personality - Hiemstra et al., 2019).

In contrast, within the *technology-as-designed* paradigm, Landers and Marin (2021) recommend to examine the way technological tools have been specifically designed to influence user experience, and thus describe a given technology as “a collection of individual design choices and operationalizations, each with their own potential impacts, moderators, and mediators” (p.241). In line with this paradigm, Lukacik et al. (2022) proposed a theoretical model describing how specific AVI design decisions (e.g., response preparation time provided, re-recording opportunity, or relying on human raters vs. automatic scoring) can influence applicants’ experience with, and behaviors in, the interview. In the present study, we build on Lukacik et al. (2022) and focus on two central design elements that hiring organizations can easily change (or optimize) and that have the potential to influence applicant behaviors, attitudes,

and outcomes: preparation time (i.e., how much time is allocated to applicants to read each interview question and prepare their responses before starting to record them) and re-recording opportunities (i.e., whether applicants have one or multiple attempts to record responses).

In the next sections, we describe how these two design elements can influence the four important applicant behaviors and outcomes that are at the center of Lukacik et al.'s (2022) model: applicants' fairness perceptions, experienced anxiety, IM use, and overall performance in AVIs.

Perceived Fairness

While research suggests that AVIs in *general* lead to less favorable perceptions (Basch & Melchers, 2019; Hiemstra et al., 2019; Langer et al., 2017), research needs to consider *specific* design elements that could affect interviewees' AVI experience. Building on previous work on justice perceptions in selection (e.g., Gilliland, 1993), Lukacik et al. (2022) proposed that AVIs that increase response preparation time or allow re-recording should be perceived as fairer by applicants because they positively impact key procedural justice components. More precisely, offering applicants more time to prepare their responses and/or multiple response attempts may allow them to feel they have been given the chance to put their best foot forward (i.e., more opportunity to perform) as well as to reconsider information they have provided in the interview (i.e., more reconsideration opportunity). These are two characteristics central in applicant reaction theories (e.g., Gilliland, 1993) that should improve applicants' perceived fairness. On the other hand, given the novelty of AVIs, when applicants have limited time to prepare, or only one attempt to record their response, they may perceive the AVI as less fair.

Hypothesis 1: Interviewees perceive AVIs to be fairer when (a) more preparation time is allocated and (b) they can re-record their responses.

Anxiety

Although recent work has found that interviewees report more strain or anxiety in video-conference vs. in-person or telephone interviews (Melchers et al., 2021), research examining anxiety in AVIs is lacking (Constantin et al., 2021). Building on previous work about applicant anxiety (e.g., McCarthy & Goffin, 2004), Lukacik et al. (2022) proposed that if AVIs are designed to increase preparation time or allow re-recording this should be associated with lower interview anxiety. For instance, offering more preparation time could reduce applicants' communication and performance anxiety, because they can think about what they want to say, how they want to express themselves, and thus generate stronger responses. Similarly, the opportunity to re-record multiple attempts might reduce social anxiety, because applicants who worry that they did not behave adequately in their first attempt can try again and adjust their behaviors accordingly, thereby putting less pressure on any one attempt. Conversely, when preparation time is more limited, or applicants cannot re-record their responses, these components of anxiety may be heightened.

In addition, it is important to distinguish anxiety experienced by applicants during a specific interview or AVI (i.e., a form of state anxiety) from general test/assessment anxiety (i.e., a type of trait anxiety; Constantin et al., 2021; Powell et al., 2018). The two constructs are conceptually distinct but empirically related (McCarthy & Goffin, 2004). We postulate that general test anxiety will play two key roles in the AVI. First, we predict that it will be associated with increased interview anxiety. Specifically, interviewees who tend to be more anxious in assessment situations in general are also more anxious in interviews (McCarthy & Goffin, 2004).

Similarly, they may be more likely to assume that they will be unable to perform in the AVI, and because of this, experience more interview-specific anxiety. Second, general test/assessment anxiety could moderate the effect of AVI design considerations on interview anxiety, such that the extent to which AVI design elements impact interview anxiety may depend on general test anxiety levels. On the one hand, those low on test anxiety may be more able to benefit from AVI features that are meant to reduce interview anxiety. In contrast, those high on test anxiety might be more likely to engage in maladaptive emotion regulation strategies (Brozovich & Heimberg, 2008), such as focusing on their weaknesses when provided with more preparation time or ruminating over (perceived) deficiencies in their initial answers when offered the opportunity to re-record. As a result, the AVI design elements might not benefit them or may even backfire (Lukacik et al., 2022).

Hypothesis 2: Interviewees report experiencing less anxiety in AVIs when (a) more preparation time is allocated and (b) they can re-record their responses.

Hypothesis 3: General test/assessment anxiety is (a) positively associated with interview anxiety in AVIs and (b) moderates the relationships between preparation time or re-recording opportunities and interview anxiety.

Impression Management

Models of applicant IM emphasize that IM use depends on the willingness, capacity, and opportunity to engage in such behaviors in an interview (Levashina & Campion, 2006; Roulin et al., 2016). Recent work has demonstrated that participants who were asked to imagine completing various types of interviews reported being less likely to use IM in AVIs than video-conference interviews (Basch et al., 2020). Moreover, interviewees have reported using less IM

in video-conference vs. in-person interviews (Basch, Melchers, et al., 2021). This might be because AVIs offer fewer opportunities to use other-focused IM tactics like ingratiation, as there is no interviewer to target. Yet, applicants still have the opportunity to engage in self-focused assertive IM (e.g., self-promotion, entitlement) or self-focused defensive IM (e.g., excuses, justifications). In addition, specific AVI design elements can play an important role. Lukacik et al. (2022) proposed that AVI designs that increase preparation time or allow re-recording should offer more opportunities to engage in self-focused IM. For instance, providing unlimited preparation time might help interviewees think about previous work experiences or recall relevant examples to engage in honest IM (Bourdage et al., 2018) or, alternatively, use deceptive IM by borrowing or inventing situations (Levashina & Campion, 2007). In a recent study, Basch, Brenner, et al. (2021) found that providing interviewees with around one minute of preparation time was associated with higher use of honest IM (but not deceptive IM) than when no preparation time was allocated. Similarly, allowing applicants to record multiple attempts increases their opportunity to use IM, because they can use each new attempt to improve (honestly or deceptively) their response content and adapt their use of IM over different attempts.

In addition, conceptual models of deceptive IM have suggested that fairness perceptions may play a role in deceptive IM specifically. For instance, applicants who feel that they have been treated unfairly during the interview are more likely to fake (e.g., Levashina & Campion, 2006). Consistent with this, Bourdage et al. (2018) found that interviewees reported engaging in more deceptive IM if they perceived their interview to be more difficult.

Hypothesis 4: Interviewees use more honest and deceptive impression management in AVIs when (a) more preparation time is allocated and (b) they can re-record their responses.

Hypothesis 5: Interviewees' fairness perceptions are negatively related to deceptive (but not honest) impression management.

Interview Performance

Overall, we predict that one important consequence of offering more preparation time or re-recording attempts is that this should increase applicant interview performance. In addition to a direct effect, it is possible that this increase in performance is indirect through the positive impact of these features on applicants' reactions to (or behaviors in) AVIs (i.e., lower anxiety, higher fairness, more IM). Indeed, meta-analytic evidence suggests that interview anxiety hinders applicants' interview performance (Powell et al., 2018). In addition, while IM use is generally associated with higher interview performance (Barrick et al., 2009), the effect seems to be primarily due to honest IM and less due to deceptive IM. Indeed, studies have systematically found positive relationships between honest IM use and interview performance ratings (Amaral et al., 2019; Bourdage et al., 2018), but recent reviews and meta-analytical evidence suggests that deceptive IM is largely unrelated to performance ratings (Ho et al., 2021; Melchers et al., 2020). Given this, to the extent that AVI features increase honest IM use and decrease interview anxiety, they should facilitate increased interview performance.

Hypothesis 6: Interviewees' AVI performance is rated higher when (a) more preparation time is allocated and (b) they can re-record their responses.

Hypothesis 7: Interview performance is (a) positively associated with honest IM use, but (b) negatively associated with interview anxiety.

Hypothesis 8: The relationships between AVI design elements and interview performance are mediated by (a) honest (but not deceptive) IM use and (b) interview anxiety.

Overall, the hypothesized relationships are summarized in the conceptual model presented in Figure 1. Importantly, our core hypotheses are derived primarily from Lukacik et al. (2022) and thus focus on the direct effects of offering interviewees the *opportunity* for more preparation time or to re-record on interview outcomes. However, we will also explore whether interviewees' actual *use* of these opportunities is associated with interview outcomes. For example, whereas an applicant may be allowed to re-record their answer several times, they may choose not to (or only to use a subset of available opportunities). Indeed, according to Landers and Marin (2021), a technology-as-designed approach requires considering how specific design elements influence how people actually use or respond to such elements, as design elements can also end up never being used and thus causing little effects. Moreover, recent evidence suggests that the effect of providing more preparation time on interview performance was fully mediated by how much interviewees actively used that time (Basch, Brenner, et al., 2021), indicating that actual use of such features may be important to consider.

Method

Sample

We determined the required sample size using a-priori power analysis for path analyses,¹ as well as suggested rules-of-thumb for SEM sample sizes (e.g., Bentler & Chou, 1987). To account for the removal of participants with incomplete or unusable data, we initially recruited 284 U.S. participants from the crowdsourcing platform Prolific. Of those, we excluded 35 participants because of incomplete data (e.g., large amount of missing data or unusable video

¹ For instance, the Rweb package to determine sample sizes for path analyses (with $\alpha = .05$, $df = 33$, and desired power of $\beta = .80$) suggested a minimum sample size ranging from $N = 121$ (for RMSEA = .08) to $N = 310$ (RMSEA = .05).

recordings), six for failing one or more of the three attention checks embedded within the measures (“I eat cement every day,” “I have never used a computer before”, and “I have been to Mars”), 61 for failing our IM comprehension test (see *Measures*), two due to multivariate outliers (based on Mahalanobis and Cook’s distances), and finally five were excluded from our analyses because data was missing on one or more of the core variables used in our analyses, resulting in a final sample of $N = 175$. For the outliers, we identified 11 possible outliers using the indicators listed above, but after reviewing their data and following best-practice recommendations (Aguinis et al., 2013), we only excluded two respondents, who both exceeded the recommended cut-off scores on both indicators, had extremely unrealistic values for key variables (i.e., preparation time or IM use), and whose inclusion influenced the results. Overall, while we had to exclude a large number of participants, this can be explained by the use of an AVI (i.e., increased likelihood of technical issues with videos recorded/uploaded by participants) and the strict criteria used in our IM comprehension test to ensure precise and reliable data for those variables.

Mean participant age was 29.96 years ($SD = 9.66$), with an average of 10.11 years of work experience ($SD = 9.17$). Participants had participated, on average, in 8.22 in-person interviews ($SD = 13.12$), and 0.85 AVIs ($SD = 2.34$) prior to the study. The sample was gender-balanced (51 % male, 49% female) and majority White (63%, with 10% Black, 9% Latino, 11% Asian, 7% other or mixed-race). Over two-thirds of participants had a university degree (8% an Associate’s degree, 36% a Bachelor’s degree, 20% a Masters’ degree, 5 % a PhD/JD/MD as their highest degree) and 30% had only a high-school diploma. Participants received £7.50 upon study completion, with an additional motivational incentive of a bonus payment of £10.00 if they scored among the top 10% of the best performers in the interview.

Procedure²

Data collection took place on an AVI platform developed for research that allows manipulation of various design elements. Participants were randomly assigned to one of four conditions in a 2x2 between-subjects design (limited vs. unlimited preparation time; one vs. up to five response attempts – see *Design*). While random assignment should ensure no pre-existing differences between groups, we also conducted a series of 2x2 ANOVAs to confirm that participants in our four conditions did not differ in terms of age (all $F_s < 1.32$, all $p_s > .25$), gender (all $F_s < 0.81$, all $p_s > .37$), university education (all $F_s < 3.25$, all $p_s > .07$), interview experience (all $F_s < 0.49$, all $p_s > .48$), AVI experience (all $F_s < 1.83$, all $p_s > .17$), or general test/assessment anxiety (all $F_s < 3.08$, all $p_s > .08$). Participants read a job description (for a business operations' manager role at a bank), instructions about the AVI process (with information about the time allocated to prepare and re-recording opportunities, which varied depending on the experimental condition), and were presented with a page to check their technical setup for using the platform (e.g., check their webcam, try recording). They then completed a mock AVI with five questions (three past-behavioral, two situational). After their interview, they were asked to complete measures of fairness perceptions, interview anxiety, and general test/assessment anxiety. They then re-watched their responses and reported their use of honest and deceptive IM tactics. Finally, they completed a demographics questionnaire.

Interview performance was later assessed by one of three trained raters.

Design

² Detailed information about all the material used in the study (e.g., job description, interview questions, illustration of the AVI platform, complete list of items, IM definitions, instructions, comprehension test, and behaviorally-anchored rating scales) is included in Online Supplements A-F available under https://osf.io/2bzut/?view_only=9453b6cd86f241e590233ada9fb1f3d7

In the *limited* preparation time condition, participants were given between 17 and 47 seconds to prepare, depending on the time needed to properly read the interview question. The appropriate time allocated for each question was determined in a pilot study with six individuals who were asked to read the question at a normal pace, and the average time to read each question was determined (with a few extra seconds added to account for possible delays in page loading). The time was presented as a countdown on the screen, at the end of which the recording would automatically start (although they were also free to manually start recording earlier). In the *unlimited* preparation condition, participants could spend as much time as they wanted before clicking a “start recording” button. In the *one-response* condition, participants were automatically sent to the next interview question upon completing their recording. In the multiple response attempts condition, participants could record up to five different responses for each question, and would have to select which response to submit before moving to the next question. The AVI platform also recorded the actual time participants spent preparing their response, and their number of attempts.³

Measures

Fairness. General fairness perceptions were measured with three items ($\alpha = .91$) adapted from previous applicant reaction research (Smither et al., 1993), and rated on a 1 (*strongly disagree*) to 5 (*strongly agree*) scale (see Online Supplement F for all measures and how items were adapted). An example item is “Overall, the method of video interviewing used was fair.” A measure of general fairness was chosen (vs. specific measures such as opportunity to perform)

³ The AVI platform recorded the actual time participants spent on the page before starting to record their answers. However, for those recording multiple attempts, the platform only recorded the preparation time for their first attempt (not the re-recordings) for each question. As such, to avoid inconsistencies in our analyses, we used the time participants spent preparing their first (or unique) attempt, and computed the average across all five questions.

because it should subsume an overall evaluation of people's justice perceptions of a given situation (Colquitt, 2001), and because specific measures tend to be strongly inter-correlated (e.g., Langer et al., 2017).

Interview Anxiety. Participants completed an adapted 18-item version ($\alpha = .94$) of the Measure of Anxiety in Selection Interviews (McCarthy & Goffin, 2004), using a 1 (*strongly disagree*) to 5 (*strongly agree*) scale. We only included and adapted items from three types of interview anxiety that appeared to be the most relevant to the design features of AVIs we were examining: communication (e.g., "during the interview, I often couldn't think of a thing to say"), social (e.g., "I became very uptight about having to record my responses for an interviewer"), and performance anxiety (e.g., "in the interview, I got very nervous about whether my performance was good enough").

General Test/Assessment Anxiety. Participants completed a 5-item ($\alpha = .92$) measure of test anxiety, the Short Form Test Anxiety Inventory (Taylor & Deane, 2002; e.g., "during tests/assessments I feel very tense"), using a 1 (*strongly disagree*) to 5 (*strongly agree*) scale.

Impression management. Participants were asked to re-watch their submitted responses to all five questions, and report their use of honest assertive IM, honest defensive IM, deceptive assertive IM, and deceptive defensive IM tactics. They were first provided with definitions and examples for each IM type. Then, to ensure that respondents understood the types of IM, they were asked to complete a 4-question comprehension test, requiring four example behaviors to be matched with the correct IM type (data from participants scoring less than 3/4 on that test were excluded from analyses). Finally, they re-watched their video-responses and indicated all the times when they used each of the four IM tactics by clicking the relevant icon on the screen, using an approach similar to past IM research (e.g., Roulin et al., 2015). As such, the AVI

modality allowed for more precise estimates of IM behavior. In our analyses, we used the number of times participants engaged in honest IM and deceptive IM tactics (combining assertive and defensive tactics). We examined honest and deceptive IM at a broad level (combining across assertive and defensive tactics) similar to other recent AVI research (Basch, Brenner, et al., 2021).

Interview performance. Performance was assessed by one of three raters (one of the co-authors and two trained research assistants) who watched video-responses and scored each response using 1-5 behaviorally-anchored rating scales (BARS). BARS were created with the aid of online job analysis resources (e.g., O*NET) to align with the core competencies of the job description. To ensure realism and content accuracy, they were further refined following feedback from professionals from a university career center. To ensure consistency across raters, the BARS were also reviewed and revised following two meetings with the raters and lead author, during which several video-responses were viewed and scored, any discrepancies in ratings were discussed and resolved, and any changes to the BARS were agreed upon by all individuals. Inter-rater reliability was assessed by having all three raters assess the videos of 28 randomly-selected participants (20 at the beginning of the process as part of the rater training to establish consistency, and eight at the end). Intra-class correlation coefficients (using ICC(1,3) since videos were scored by different raters – except for those used to check reliability) were good to excellent (ICCs = .85, .92, .87, .79, .90, for questions 1 through 5, respectively).

Results

Descriptive statistics and correlations among our main study variables are included in Table 1, and means and standard deviations across experimental conditions are presented in Table 2. Despite the lower-stakes nature of the AVI, participants still experienced moderate

levels of interview anxiety ($M = 2.82$) and engaged in honest IM ($M = 19.75$ tactics used per interview), but used fewer deceptive IM tactics ($M = 2.42$). Both age and work experience were negatively associated with interview anxiety ($r = -.29$ and $-.28$, both $p < .001$) and the use of deceptive IM ($r = -.19$, $p = .01$ and $-.18$, $p = .02$). Gender was positively related to interview anxiety ($r = .32$, $p < .001$), suggesting that female participants experienced more anxiety in the AVI.

Hypothesis Testing

We tested our hypothesized model from Figure 1 using path analysis. In line with evidence from previous interview research (Bourdage et al., 2018; Powell et al., 2021), we also included paths between perceived fairness and deceptive IM, as well as covariances between the two forms of IM, and IM and interview anxiety. We tested our model with the lavaan package in R, using a WLSMV estimator (i.e., weighted least squares, with mean and variance adjusted), which is particularly suitable to non-normal data, categorical variables, and smaller sample sizes (e.g., Bandalos, 2014). Results are reported in Figure 2.

The model fit the data very well (e.g., $\chi^2(14) = 19.49$, $p = .15$, RMSEA = .05, CFI = .92, TLI = .81, SRMR = .03). None of the paths between our two manipulated variables (i.e., preparation time and re-recording conditions) and perceived fairness, interview anxiety, honest or deceptive IM, or interview performance were significant (β s ranging from $-.07$ to $.11$, all $ps > .14$). Therefore, we found no direct support for Hypotheses 1, 2, 4, and 6, respectively. General test/assessment anxiety was positively associated with interview anxiety ($\beta = .69$, $p < .001$), thus providing support for H3a. However, test/assessment anxiety did not moderate the relationships between allocated preparation time ($\beta = -.10$, $p = .58$) or re-recording opportunity ($\beta = .02$, $p = .90$) and interview anxiety. H3b was thus not supported. Contrary to H5, fairness perceptions

were unrelated to deceptive IM ($\beta = -.06, p = .35$). Consistent with H7a, honest IM was positively related to interview performance ($\beta = .24, p = .003$). Although the relationship between interview anxiety and performance was in the expected direction, it did not reach significance ($\beta = -.10, p = .21$), thus not supporting H7b. Since the manipulated AVI design elements were unrelated to IM, fairness, anxiety, or performance, we did not test for mediations (i.e., H8). We report additional analyses (e.g., MANOVA) confirming these findings in our Online Supplement G.⁴

Exploring Interviewees' Use of AVI Elements

Our hypotheses built on recent conceptual work focused on how AVI design elements can impact interviewees' behaviors and outcomes. Since we found no support for most of the hypotheses, this may indicate that simply *offering* participants more preparation time or re-recording opportunity does not directly impact experienced interview anxiety, perceived fairness, IM use, or performance in the AVI. However, it might be the case that some participants chose to use these opportunities, whereas others ignored them (Dunlop et al., 2022). For example, whereas a participant may be given five opportunities to re-record their answers, some individuals may choose not to re-record, and others may choose to use all five tries. Similarly, when given “unlimited” preparation time, some applicants may immediately begin answering, whereas others could take several minutes. Thus, we also explored how interviewees actually

⁴ To account for the nested nature of our data on several variables (i.e. interview performance and IM variables were measured for each question), we additionally tested the hypothesized relationships with multi-level models. As the multi-level models produced results that were largely similar, we chose not to report these findings. We also explored whether relevant relationships for interview anxiety differed if the three facets (communication, social, performance) were treated separately. General test/assessment anxiety was correlated similarly with overall interview anxiety ($r = .66$) and the three interview anxiety facets ($r_s = .57, .60, \text{ and } .63$, respectively). Likewise, the relationships with interview performance were similar – negative but small and non-significant – for both overall interview anxiety ($r = -.11$) and the three facets ($r_s = -.14, -.07, \text{ and } -.10$). We thus only report results involving overall interview anxiety for the sake of brevity.

used the opportunities provided by respective design elements when completing their AVI, and the implications of using these opportunities.

Participants who were offered unlimited preparation time indeed used more time to prepare than those in the limited time condition (i.e., $M = 83.92$ seconds/question on average, $SD = 101.48$ vs. 25 seconds/question), $t(173) = 5.47$, $p < .001$, $d = .82$. Similarly, those offered multiple re-recording opportunities (vs. just one) used on average more attempts per question ($M = 1.48$, $SD = .64$, range: 1-4), $t(173) = 7.24$, $p < .001$, $d = 1.10$.

We examined whether the actual preparation time and attempts used by participants were associated with perceived fairness, interview anxiety, IM use, and interview performance, using path analysis (again with the lavaan package in R, using a WLSMV estimator). The results can be found in Figure 3, with more details in Online Supplement H. The model fit the data very well (e.g., $\chi^2(33) = 20.60$, $p = .96$, RMSEA = .00, CFI = 1.00, TLI = 1.00, SRMR = .04). Participants who used more re-recording attempts engaged in less deceptive IM ($\beta = -.16$, $p = .001$), and performed better in the interview ($\beta = .17$, $p = .02$). However, the number of attempts used was not significantly related to interview anxiety ($\beta = .13$, $p = .07$), perceived fairness ($\beta = -.02$, $p = .81$) or honest IM ($\beta = -.05$, $p = .43$). In addition, those who used more preparation time engaged in slightly less honest IM ($\beta = -.08$, $p = .04$) but performed better in the interview ($\beta = .15$, $p = .02$). Yet, preparation time used was unrelated to perceived fairness ($\beta = -.05$, $p = .55$), deceptive IM ($B = .03$, $p = .72$), or interview anxiety ($\beta = .01$, $p = .82$). We also explored indirect effects of our two manipulated variables on the interview outcomes via the actual preparation time or attempts used by participants. Detailed results can be found in Online Supplement H. Of note, we found a significant positive indirect effect (using bootstrapped confidence intervals and significance testing) of allocated preparation time on interview performance via preparation time

used ($\beta = .08, p = .006, 95\% \text{ C.I.} = [.04;.21]$), which provides indirect support for H6a. We found a similar pattern for the indirect effect for re-recording opportunities on interview performance via re-recording attempts ($\beta = .07, p = .07, 95\% \text{ CI} = [-.01;.24]$), which was in the direction predicted by H6b but not significant. We also found significant indirect effects of re-recording opportunities on interview anxiety and deceptive IM via re-recording attempts, and of allocated preparation time on honest IM via preparation time used, but all these effects were opposite to our predictions. As such, the (direct or indirect) relationships observed in this path model were again inconsistent with Hypotheses 1, 2, 4, and 5.

Confirming the results presented in the initial model, and consistent with Hypothesis 3a, general test/assessment anxiety was positively associated with interview anxiety ($\beta = .65, p < .001$). In addition, test/assessment anxiety did not moderate the relationships between preparation time used ($\beta = -.06, p = .32$) or re-recording attempts ($\beta = -.01, p = .84$) and interview anxiety. Finally, providing additional support for Hypothesis 7a, honest IM was positively associated with performance ($\beta = .25, p = .001$). As expected, deceptive IM was unrelated to performance ($\beta = .10, p = .23$). The path for interview anxiety ($\beta = -.11, p = .15$) was in the expected direction but not significant, again inconsistent with Hypothesis 7b⁵

Discussion

⁵ We tested alternative models using MLR (see Online Supplement I), as well as a model with prior in-person and AVI experience as a covariate of interview performance (Supplement J), but the results remained the same. Exploratory analyses of the effects of our two manipulated variables on specific types of IM behaviors are presented in Supplement K. We also conducted exploratory analyses at the question level for variables where data was available for each of the five interview questions (see Supplement L). Participants' use of deceptive IM ($F(4, 171) = 8.48, p < .001$) and performance ($F(4, 171) = 13.97, p < .001$) varied by question, but not their use of honest IM ($F(4, 171) = 2.39, p = .05$). Overall, participants used slightly more deceptive IM and performed better in the initial three (past-behavioural) than the last two (situational) AVI questions. There were no significant or practically-meaningful variations in preparation time or re-recording attempts across questions (for participants in the relevant experimental conditions).

Theoretical Implications

This study is one of the first to directly examine the role of two key AVI design elements, thus informing both organizations and job applicants about their potential benefits and drawbacks. Overall, our initial predictions about the direct effects of design elements on applicant outcomes, based on the recent model by Lukacik et al. (2022), were largely unsupported at a surface level. AVIs designed to include unlimited preparation time or offering the option to record multiple attempts were not perceived as fairer, did not generate less anxiety, were not associated with more honest or deceptive IM use, and did not directly lead to better interview performance. However, the *actual use* of these elements did matter. As such, our findings suggest the need for a (theoretically and practically) important update to Lukacik et al.'s propositions: what matters might not just be design elements that create opportunities for applicants, but how applicants actually use these opportunities.

In line with Landers and Marin's (2021) *technology-as-designed* paradigm, our study also supports that specific technology design decisions impact how people use (or do not use) the relevant technology elements and, indirectly, influence their interaction and experience with the technology. Specifically, we found that allocated preparation time and re-recording opportunities were positively associated with preparation time use and re-recording attempts, respectively. But the relationships were not strong, suggesting that technology design decisions can only provide opportunities but will not automatically change how people interact with the technology. As such, considering and changing AVI designs can be a relevant first step towards influencing candidates' reactions and behaviors in AVIs, but our results suggest that it will not guarantee that candidates will use opportunities enabled by technology design. This is also consistent with recent findings from a large-scale study by (Dunlop et al., 2022) with over 600,000 interviewees.

They reported that only about fifty percent of interviewees used all of the AVI preparation time allocated to them, and that less than 40% of interviewees provided with the opportunity to re-record answers actually used it.

We now turn to the observed relationships between the *use* of preparation time or re-recording attempts and interview behavior or outcomes that are especially worth discussing. We note that the various elements of our path model were measured with different data sources or methods (i.e., experimentally manipulated preparation time and re-recording opportunity, actual use captured automatically by the AVI platform, interview anxiety and fairness self-reported, IM coded by participants while watching their videos, and performance scored by trained RAs), which strengthens our findings. First, we found that preparation time use was positively related to interview performance. We note that both relationships were relatively small (and only significant when controlling for other variables in our path analysis – not when examining correlations). The first finding is consistent with predictions from Lukacik et al. (2022) and the recent findings by Basch, Brenner, et al. (2021), and suggest that applicants can use the additional preparation time available to their benefit, for instance to identify and use a more relevant experience in their responses. Moreover, while the preparation time allocated to interviewees did not directly lead to higher interview performance, it did indirectly help performance via the preparation time interviewees actually used.

Second, preparation time use was also negatively related to the use of honest (but not deceptive) IM. This finding generally contradicts predictions by Lukacik et al. (2022) that offering more preparation time should increase IM use. It suggests that applicants do not use the extra preparation time offered to them to integrate more IM in their responses (or are unwilling or unable to use it to embellish their responses – although this relationship is small). In contrast,

it might be that applicants who are able to honestly emphasize their qualifications (e.g., engage in honest assertive or defensive IM) tend to do this without the need for extra preparation time. As such, individuals who may struggle to engage in honest IM may be those who choose to take more preparation time. This is consistent with research showing, for instance, that applicants use more honest IM when they perceive the interview to be easier, and that those with less experience tend to use more deceptive IM (Bourdage et al., 2018). It is also possible that candidates use preparation time to identify the best experience to use in their response or to think about how to best structure their response, which would be consistent with the positive relationship between preparation time and interview performance. We also note that our findings somewhat differ from those in Basch, Brenner, et al. (2021), who found a positive relationship between allocated preparation time (but not how actively it was used by interviewees) and honest IM use. These inconsistent findings might be caused by differences in samples (i.e., U.S. Prolific participants vs. German students and community participants), preparation time allocated (i.e., unlimited vs. around 60 seconds), the measure of preparation time used (i.e., actual time spent vs. perceptions of active preparation), or the IM measure (i.e., exact number IM tactics used vs. self-report scale). For instance, some of our Prolific participants may have not been highly motivated to use the extra preparation time available to create a better impression. Participants in Basch, Brenner, et al. (2021) might have been more motivated because they completed their AVI “as part of a free training for new forms of selection interviews” (p.383). Yet, 63.4% of our participants given the opportunity to re-record did use that opportunity for at least one question, a proportion higher than the 39.8% reported in Dunlop et al. (2022). This suggests that our participants did have a reasonable level of motivation. Interestingly, in the present study, both age and work experience were negatively related to deceptive IM use, which is consistent with

past research about in-person interviews (Melchers et al., 2020). This suggests that people likely fake in AVIs to compensate for a lack of relevant experience or qualification, just like in traditional interviews.

Third, the number of re-recording attempts were positively related to interview performance and negatively related to deceptive IM use⁶. Re-recording opportunities offered to interviewees also indirectly impacted both those outcomes via the number of re-recording attempts interviewees actually used. These findings suggest that offering more re-recording opportunities may help applicants perform slightly better, without triggering more inventions or exaggerations of experiences. In addition, re-recording attempts were not significantly associated with interview anxiety in our path model but we found a small and significant positive correlation, which contradicts our initial prediction based on Lukacik et al. (2022). However, these authors also recognized that there might be complex interactions with other individual differences or contextual factors. As the direction of the relationship with anxiety cannot be revealed by our study design, it is possible that re-recording responses repeatedly might *create* slightly more anxiety. It is also possible that applicants who experienced more anxiety while recording their initial attempts were particularly likely to re-record to improve their responses. It could also be a combination of both mechanisms, whereby applicants who experience anxiety try to use more attempts as a coping mechanism (i.e., to curb their initial anxiety and improve their performance), but might actually feel more anxious with each attempt, thus leading to an anxiety-inducing spiral. In line with recent calls for examining more precisely how anxiety can unfold through the course of an interview (Constantin et al., 2021), our findings suggest that

⁶ Additional analyses showed that this relationship was mostly driven deceptive assertive tactics ($r = .18, p = .02$) but not by defensive deceptive tactics ($r = -.04, p = .58$). In addition, the lack of effects of the manipulated design elements on honest and deceptive IM tactics reported in Table 2 was confirmed when looking at assertive and defensive IM tactics – see Online Supplement K.

future research should examine patterns of anxiety across questions in AVIs with different designs, and identify the scenarios and applicants where re-recording is most appropriate.

Fourth, the negative relationship between re-recording attempts and deceptive IM suggests that concerns that offering multiple response attempts could generate more deceptive IM are perhaps not warranted (Lukacik et al., 2022). However, to avoid premature conclusions, this finding needs to be replicated in high-stakes settings (e.g., applicants interviewing for real jobs they are attracted to) where applicants are often more motivated to fake (Marcus, 2009). That said, most models of applicant faking emphasize the combined influence of applicants' willingness, capacity, and opportunity to fake (Levashina & Campion, 2006; Roulin et al., 2016). In *synchronous* interviews, applicants are often described as willing to fake because they cannot immediately recall a relevant factual experience to use in their answer (Bourdage et al., 2018). Our findings indicate that recording multiple attempts in AVIs might allow applicants to eventually find relevant experiences to incorporate in their response, thus reducing the need (or, indirectly, the willingness) to fake. The positive relationship observed between the number of attempts and interview performance also suggests that using more attempts allowed people to pick the recording where they performed the best. More generally, our study confirms initial findings that applicants still engage in IM in AVIs (Basch et al., 2020). In addition, our results showing that honest IM – but not deceptive IM – is associated with higher interview performance in an AVI context also supported earlier findings from in-person interviews (Bourdage et al., 2018; Ho et al., 2021; Melchers et al., 2020).

Finally, this study provides important insights about anxiety in AVIs. The average level of interview anxiety reported in our AVI (i.e., $M = 2.82$) was similar to levels reported in previous studies about video-conference (e.g., $M = 2.89$ in Melchers et al., 2021) or in-person

interviews (e.g., $M = 2.78$ in Powell et al., 2021). While direct comparisons with other interview media (ideally in high-stakes situations) in future research are warranted, our findings suggest that AVIs might not be more (or less) anxiety-inducing than more established interview formats for all applicants. We also found that participants who were women, younger, less experienced, or less educated experienced more anxiety in the AVI. Although these findings are generally consistent with previous in-person interview research (e.g., Feeney et al., 2015; Powell et al., 2021), it might be surprising to see younger participants being more anxious in AVIs. Indeed, one might expect them to be more familiar with technology, and researchers have emphasized the role of age in applicants' reactions to digital selection procedures (e.g., Woods et al., 2020). However, such findings are actually aligned with earlier research highlighting high levels of computer anxiety for younger users and women (e.g., Chua et al., 1999; Dyck & Smither, 1994). It might also be that younger applicants find all interviews (AVIs included) to be more anxiety-inducing because they have fewer professional experiences to rely on when answering questions. In addition, our findings suggest that the relationship between anxiety and interview performance appears to be relatively similar in AVIs and in-person interviews. Indeed, we found a correlation of $r = -.11$, which was not significant, but is only slightly smaller than the overall uncorrected correlation of $-.15$ reported in a recent meta-analysis for in-person interviews (Powell et al., 2018).

Practical Implications

Our study has a number of important practical implications. First, our findings demonstrate that what matters for applicants is not simply the opportunities offered to them in AVIs, but how they actually use them. For instance, our results suggest that there are apparently no major drawbacks for organizations to design AVIs to allow re-recording, although this might

change if the stakes are higher. When allowed to re-record, applicants should typically take advantage of this opportunity. Although using more re-recordings was associated with slightly (but not significantly) more self-reported anxiety, it helped them come up with better responses, thus increasing their performance, and was associated with less deceptive IM use (thus providing more accurate and valid information to organizations). Second, the small positive relationship between preparation time used and interview performance, combined with the weak relationships with IM use, suggests that applicants may use the extra time available to consider what experience to use (or how to best describe it) in their response, but not to invent or embellish that experience. As such, offering preparation time might be beneficial (or at least not detrimental) for both organizations and applicants. Finally, the findings around the groups that appeared to struggle more with interview anxiety in the AVI (i.e., women, younger, less experienced, less educated) imply that these groups might be particularly important to target with anxiety-reduction interventions.

Limitations and Future Research Directions

Our results are based on an online sample of participants completing a mock AVI. Although we included both compensation for study completion and a financial incentive based on interview performance, our AVI was still low-stakes. As such, even though interviewees experienced some anxiety and engaged in IM, the study could be replicated with actual applicants who might be more anxious, more concerned about selection fairness, and/or more motivated to engage in IM. It is possible that AVI design decisions have a stronger (direct or indirect) impact when people are interviewing for a desirable job. Participants recruited from platforms like Prolific are likely less motivated to use extra preparation time or re-recording opportunities because it leads to longer study completion times, unless it can directly and

positively impact their compensation. In contrast, real job applicants are arguably more motivated to use such opportunities if it can positively impact their performance, and thus their chances to get the job. That being said, getting honest responses from real job applicants about variables such as IM in a high stakes setting may create its own challenges.

Dunlop et al. (2022) recently showed that, even in high-stakes AVIs, not all interviewees choose to use opportunities to spend extra time preparing their responses or re-recording them. However, we found that the extent to which interviewees use such opportunities can be important for IM behaviors or AVI performance. In addition, future studies could be designed to specifically test and replicate whether the choice to use (vs. not) preparation time and/or re-recording opportunities offered to interviewees impacts the effect of such design features on AVI outcomes. Beyond this, future research could explore individual differences associated with interviewees' choice to use such opportunities. This might involve personality, skills, abilities, or motivation to obtain the job. For instance, some interviewees might be able to quickly read and process the question and think about the answer they want to provide, and thus do not need extra preparation time, whereas others (perhaps with more limited reading abilities, completing the AVI in their second language, etc.) would benefit from it.

Furthermore, our data was collected in early 2020 (i.e., during the earlier stages of the COVID-19 pandemic in the U.S.) and 63% of our participants had no prior experience with AVIs. Since then, because of social distancing rules and reliance on digital selection tools, AVIs have grown in popularity and familiarity. Future studies could explore if applicants' experiences with AVIs (e.g. fairness perceptions, anxiety) have evolved. Additional research could also examine potential individual differences (e.g., cognitive ability, personality, attitudes towards technology) that could impact how applicants react to AVI designs. Future studies should also

include more specific measures of procedural justice experienced in AVIs (vs. our overall measure of fairness perceptions). Finally, this study is one of the first to investigate psychological implications of AVI design elements, but insights regarding these elements remains scarce. Future studies could examine the role of additional important design elements discussed by Lukacik et al. (2022), such as allocated response time, the ability to re-watch one's responses before submission, or knowledge about the way interview responses will be evaluated (e.g., human vs. automated).

In conclusion, despite the growing, widespread use of customizable AVIs among employers, relatively little is known about the effects that AVI design choices may have on key outcomes of the employment interview. As AVIs are here to stay, we believe the time is ripe for more systematic assessment of technology-design implications on psychological dimensions associated with this increasingly in-demand technology.

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Table 1. Descriptive Statistics and Correlations Among Study Variables

	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1 Preparation Time	0.50	0.50	-														
2 Re-recording	0.47	0.50	.01	-													
3 Preparation used	54.29	77.22	.38**	.08	-												
4 Number of recordings	1.23	0.50	-.04	.48**	.10	-											
5 General Test Anxiety	3.00	1.08	.01	.09	.04	.10	(.92)										
6 Interview Anxiety	2.82	0.93	.00	.04	.02	.19*	.66**	(.95)									
7 Fairness Perceptions	3.85	0.81	-.05	.04	-.02	-.02	-.02	-.15*	(.90)								
8 Honest IM	19.75	14.93	.09	-.01	-.09	-.05	-.13	-.12	.12	-							
9 Deceptive IM	2.42	3.46	.03	-.08	.03	-.16*	.08	.11	-.06	.14	-						
10 Interview Performance	2.98	0.84	.03	.10	.14	.10	-.08	-.11	-.08	.26**	.09	-					
11 AVI Experience	0.90	2.67	-.10	-.04	-.05	.00	.01	.00	.04	.01	.14	.08	-				
12 Interview Experience	8.39	12.92	.01	.05	-.07	.05	-.13	-.13	-.12	.04	-.10	.04	.22**	-			
13 Age	29.92	9.71	-.03	.09	-.08	.02	-.29**	-.30**	.05	.09	-.20**	-.02	-.10	.11	-		
14 Gender	1.50	0.52	-.05	.05	.01	.19*	.21**	.32**	-.03	.03	-.02	.13	-.11	-.03	-.16*	-	
15 Ethnicity	0.66	0.47	.08	-.08	.01	-.10	-.16*	-.23**	.19*	.11	-.06	-.03	-.06	.10	.31**	-.13	-
16 Education	0.66	0.47	-.02	.02	-.02	.02	-.15	-.20**	.04	.11	.04	.19**	.16*	.19*	.31**	-.06	.05

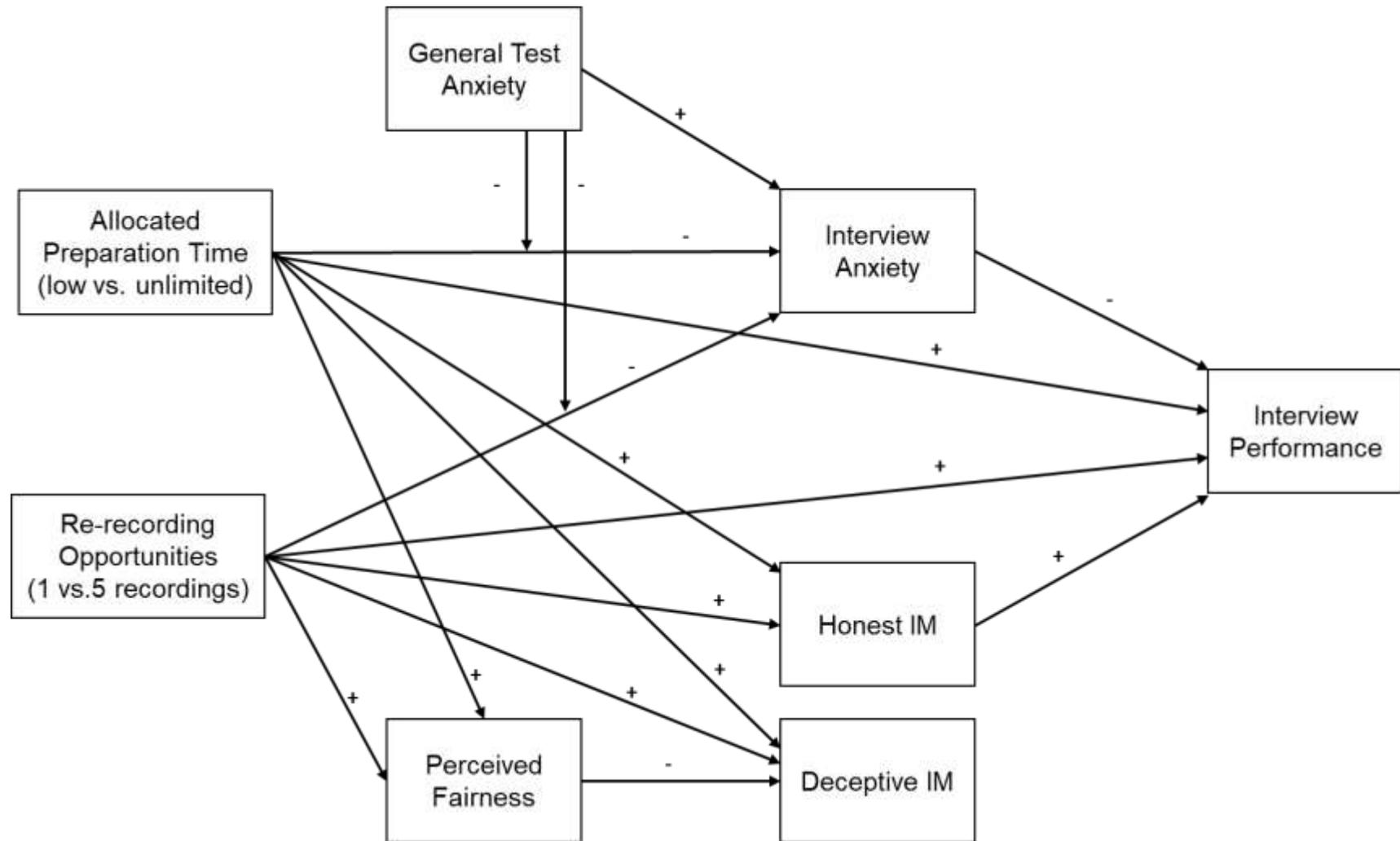
Note: $N = 175$. IM = Impression Management, AVI = Asynchronous Video Interview, Preparation used = average preparation time (in seconds) used per question. AVI/interview experience = number of interviews experienced in the past; Gender: 1 = male, 2 = female. Ethnicity: 1 = White; 0 = Non-White; Education: 1 = College/University, 0 = High-school or lower. * $p < .05$; ** $p < .01$.

Table 2. Applicant Behaviors and Outcomes Across Experimental Conditions

	No preparation				Unlimited preparation			
	One attempt		5 attempts		One attempt		5 attempts	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Interview Anxiety	2.86	1.01	2.77	0.93	2.70	0.93	2.94	0.84
Perceived Fairness	3.86	0.82	3.93	0.82	3.78	0.82	3.84	0.79
Honest IM	19.72	12.60	16.93	13.26	20.15	17.80	22.15	15.50
Deceptive IM	2.89	3.65	1.68	3.00	2.43	3.36	2.59	3.77
Interview Performance	2.97	0.87	2.94	0.85	2.83	0.83	3.20	0.77
Average Preparation Time Used	25.00	-	25.00	-	73.18	100.15	95.98	102.84
Average Attempts Used	1.00	-	1.52	0.63	1.00	-	1.44	0.66
<i>N</i>	47		41		46		41	

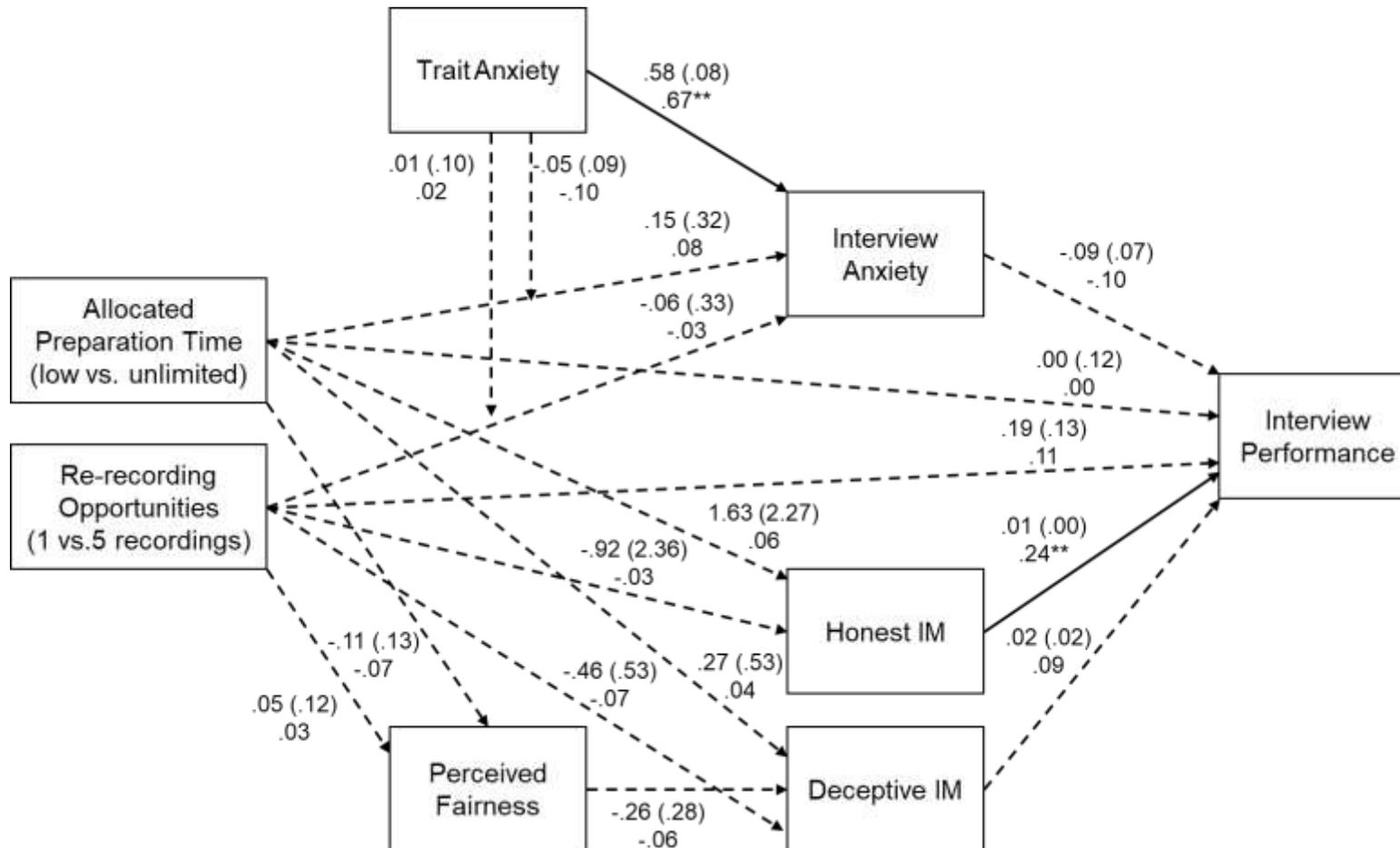
Note: $N = 175$. Avg = Average, Avg preparation time used = average time (in seconds) used per question. The SDs in the “no preparation” or “on attempt” conditions are not provided because the time/number of attempts was experimentally manipulated, and thus the values are a constant.

Figure 1. Conceptual Model



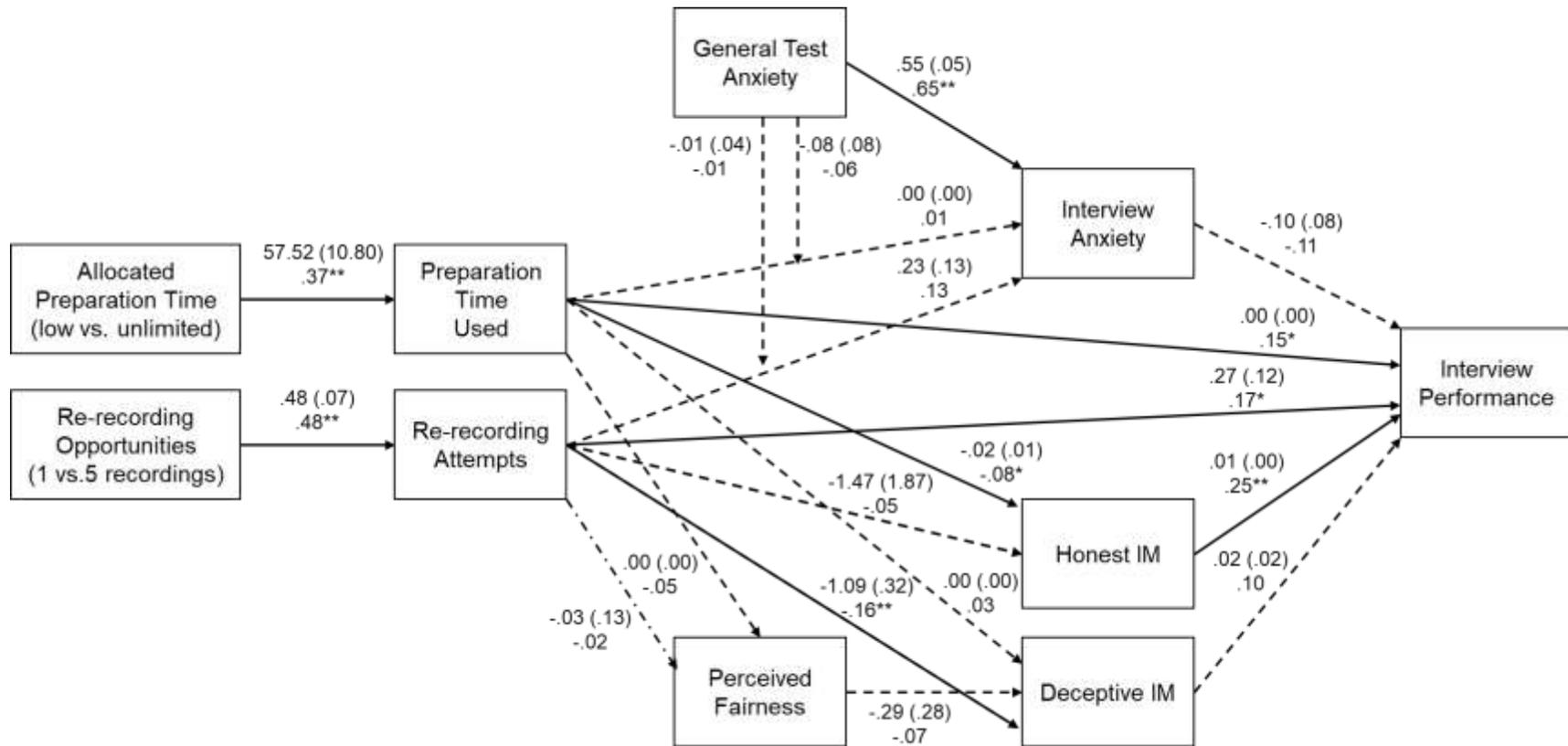
Note. Arrow with a “+” denote positive hypothesized relationships, whereas those with a “-” denote negative relationships.

Figure 2. Path Analysis for Hypothesized Model



Note: $N = 175$. Computed with lavaan in R, using the WLSMV estimator (weighted least squares mean and variance adjusted). Unstandardized estimates, with robust SEs are presented above the standardized estimates in the path model. To help with interpretation, solid lines represent significant paths whereas dotted lines represent non-significant paths. * $p < .05$; ** $p < .01$. Covariances between fairness and anxiety ($\sigma = -.19$), honest IM and anxiety ($\sigma = -.15$), deceptive IM and anxiety ($\sigma = .14$), and honest and deceptive IM ($\sigma = .14$) were also included in the path model. Model fit indices: $\chi^2(14) = 19.49, p = .15, RMSEA = .05, CFI = .92, TLI = .81, SRMR = .03$.

Figure 3. Path Analysis with Use of Opportunities



Note: $N = 175$. Computed with lavaan in R, using the WLSMV estimator (weighted least squares mean and variance adjusted). Unstandardized estimates, with robust SEs are presented above the standardized estimates in the path model. To help with interpretation, solid lines represent significant paths whereas dotted lines represent non-significant paths. * $p < .05$; ** $p < .01$. Covariances between fairness and anxiety ($\sigma = -.18$), honest IM and anxiety ($\beta = -.16$), deceptive IM and anxiety ($\sigma = .12$), and honest and deceptive IM ($\sigma = .13$) were also included in the path model. Model fit indices: $\chi^2(33) = 20.60, p = .96, RMSEA = .00, CFI = 1.00, TLI = 1.00, SRMR = .04$. See detailed results in Online Supplement H.

**Is More Always Better? How Preparation Time and Re-recording Opportunities Impact
Fairness, Anxiety, Impression Management, and Performance in Asynchronous Video
Interviews**

Online Supplement

Supplement A: Job Description -

*(note: this is a fictitious job description adapted from real ads for operations or financial manager jobs, as well as online resources like O*NET)*

Business Operations Manager

Booker's America is a customer-focused personal and small business banking business. Our goal every day is to grow the good in business and life. We provide tailored solutions that our customers will have the utmost confidence in. By embracing change, forward-thinking values, and a diverse and inclusive team, we ensure that our customers are always at the centre of everything we do. For these reasons, Booker's has remained a trusted, household name among Americans nationwide for decades.

The Business Operations Manager will assess, recommend, and implement operational objectives and procedures in order to maximize efficiency and support the objectives and long-term growth of the company. This position will involve responsibilities related (but not limited) to policy formation and implementation, budgeting and finances, development of business strategy, and risk assessment. The Business Operations Manager will lead a departmental team and work closely with team leads from other related units.

Core Responsibilities:

- Align and optimize operational processes to ensure efficiency and support for strategic corporate objectives
- Develop strategic management initiatives; offer input and guidance on decisions regarding expansion or cost containment
- Analyze marketing strategies, financial and customer information, and costs to inform decision-making and strategy development
- Work closely with team members from Marketing, Business Development, and Management to devise and/or implement new plans, policies, procedures, and systems
- Identify, assess, manage, and minimize the risks/impacts associated with the introduction of new solutions, policies, legislation and new business opportunities
- Manage department budgeting and spending, create financial reports
- Establish internal and external key performance indicators for the business, and monitor and track the progress of established goals
- Contribute Operations information and recommendations, and assist in the development of business strategy, long range plans, company goals, and growth objectives
- Provide leadership and guidance to direct reports, establish performance expectations, and conduct regular one-on-one performance reviews
- Prepare briefing notes, reports, and presentation material for senior management

Required Knowledge, Skills, and Abilities:

- Master of Business Administration, Master of Finance, or other related advanced degree is a strong asset
- Excellent problem-solving skills

- Ability to develop partnerships, collaborate, and communicate with all levels of the organization (senior management, clients, other stakeholders, and your team)
- Ability to manage complex budgets, finances, and operations of the company
- Project-management and organization; ability to coordinate multiple projects with different deadlines, deliverables, and key stakeholders to report to
- Excellent verbal and written communication skills
- Leadership, coaching, and mentoring; ability to support staff and foster employee development
- Proficiency in Microsoft office and the ability to pick up new technology and software easily

Supplement B: Interview questions

1. Describe a time when you had to collaborate with others to succeed at a task. What was the task you had to accomplish? What made the collaboration successful? What was your role or contribution?
2. Describe a situation where you had to evaluate the risks, benefits, and potential outcomes of a decision. For instance, buying something important, investing in something, starting a new project, etc. How did you handle it? And what was the outcome?
3. Describe a time when you took the lead on a group project. What was the project, how did you behave as a leader, and what was the outcome?
4. Imagine you've been hired for the position, and you are in your first week on the job. The Business Operations tasks and projects that were previously handled by other staff are now being handed off to you. As a result, you currently already have five ongoing projects, each requiring about 4-5 hours of work to be completed, including two projects with deadlines by the end of the week. Your boss has just given you a new project today, that was described as "important". On top of this, you are still in the process of familiarizing yourself with the company's financial reporting systems, company policies, etc. and find that you have more work than you can comfortably manage. What would you do?
5. Imagine that it's been a few months since you implemented a new company-wide initiative, aimed at changing the progress reporting system for long-term projects. You are realizing that it is not working the way you had anticipated. A lot of money was spent training employees to use the reporting system, but the compliance rate to your new procedures has been very low. Overall, you have seen no gains in project efficiency, and the upper management team is becoming increasingly concerned. Additionally, you and the management team have heard a few direct complaints from employees on parts of the new system. What would you do? What would you tell the management team?

Supplement C: Illustrations of the AVI platform Used in the Study

Interview Procedure

WHAT'S AN AVI?

As a reminder, you are participating in an asynchronous video interview (AVI).

In an AVI, you are asked to video-record a response to each interview question for an evaluator to watch at a later time. Because an AVI is completed entirely online, it allows you to complete an interview at any time you like, from any place with internet access.

AVIs allow the interview process to be *standardized* across all applicants – that is, each applicant is asked the same questions in the same order, has the same amount of time to prepare a response, and has the same amount of time to respond to a question. This helps ensure that all applicants are treated equally during the interview process.

PROCEDURE GUIDELINES

You are being interviewed for the position of Business Operations Manager at Booker's America. **Please read the guidelines below carefully.**

- This interview has 5 questions. One question will be presented to you at a time. The question will remain visible at all times until moving on to the next question.
- Video-recording will start automatically after 15 seconds for Questions 1-3, and after 40 seconds for Questions 4-5.
- You will have 1 recording attempt per question.
- Each video recording can be up to 3 minutes long. Your attempt will be saved and will stop recording after 3 minutes.
- You will automatically proceed to the next interview question after you have finished recording your response.

The next page will take you to a practice/demo round (this will not be evaluated and will have no effect on your scores).

00:00 NEXT

Question #1

Describe a time when you had to collaborate with others to succeed at a task. What was the task you had to accomplish? What made the collaboration successful? What was your role or contribution?

VIDEO RECORDING OF THE PARTICIPANT WOULD BE VISIBLE HERE

Recording will start in 11 seconds

00:00 NEXT

Supplement D: Complete List of Self-report Items

Perceived Fairness

1. I think that the video interviewing process is a fair way to select people for the job of Business Operations Manager.
2. I think that the video interview was fair.
3. Overall, the method of video interviewing used was fair.

Notes:

- Items were adapted from Smither et al. (1993) and Macan et al. (1994). Items were slightly modified to specifically refer to the video interview participants just completed; e.g. The original item “I think that the interview was fair” was modified to “I think that the video interview was fair”.
- Items are rated on a 5-point response scale: 1 = *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree*, 5 = *strongly agree*.

Interview Anxiety:

Communication Anxiety

1. I became so apprehensive in the interview that I was unable to express my thoughts clearly.
2. I got so anxious while in the interview that I had trouble answering questions that I knew.
3. During the interview, I often couldn't think of a thing to say.
4. I felt that my verbal communication skills were strong.*
5. During the interview I found it hard to understand what the interviewer was asking me.
6. I found it easy to communicate my personal accomplishments during the interview.*

Social Anxiety

7. While in the interview, I became concerned that the interviewer would perceive me as socially awkward.
8. I became very uptight about having to record my responses for an interviewer.
9. I was afraid about what kind of personal impression I was making on the interviewers.
10. During the interview, I worried that my actions would not be considered socially appropriate.
11. I worried about whether the interviewers would like me as a person.

Performance Anxiety

12. In the interview, I got very nervous about whether my performance was good enough.
13. I was overwhelmed by thoughts of doing poorly when I was in the interview.
14. I worry that my interview performance will be lower than that of other applicants.
15. During the interview, I was so troubled by thoughts of failing that my performance was reduced.
16. During the interview, I was worried about what would happen if I didn't perform well.
17. While in the interview, I was worried about whether I would be a good candidate for the job.

Notes:

- All items were revised to refer to the interview (i.e., AVI) the participants just completed, as compared to interviews in general in the original MASI (McCarthy & Goffin, 2004). In other words, it helped measure interview anxiety as a specific form of state anxiety vs. as a specific form of trait anxiety (see Constantin et al., 2021 for a thorough discussion of the distinction). As an example, the original item “*During job interviews, I often can’t think of a thing to say*” was reworded into “*During the interview, I often couldn’t think of a thing to say.*” This approach has been used in prior research about in-person interviews (e.g., Powell et al., 2020) and AVIs (e.g., Melchers et al., 2021).
- Items are rated on a 5-point response scale: 1 = *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree*, 5 = *strongly agree*.
- Items with * indicate reversed-keyed items

General Test/Assessment Anxiety

1. During tests/assessments I feel very tense.
2. I wish examinations/tests did not bother me so much.
3. I seem to defeat myself while working on important tests/assessments.
4. I feel very panicky when I take an important test/assessment.
5. During examinations/assessments I get so nervous that I forget facts I really know.

Notes:

- Items were adapted from Taylor and Deane’s (2002) Test Anxiety Inventory measure. They were modified by adding “/assessments” to more closely reflect anxiety about being able to perform well in high-stakes situations. For instance, the original item “During tests, I feel very tense” was modified to “During tests/assessments, I feel very tense”.
- Items are rated on a 5-point response scale: 1 = *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree*, 5 = *strongly agree*.
- We initially also collected responses from six items taken from Peters et al.’s (2012) Social Interaction and Anxiety Scale. Those items were not modified. Following the recommendations of an anonymous reviewer and after performing a CFA on the 11 items (assessment anxiety + social interaction anxiety), we decided to only use the 5-item measure adapted from Taylor and Deane in the paper/analyses. Indeed, a CFA confirmed that a one-factor model with all items did not fit the data well (i.e., $\chi^2/df = 7.25$, CFI = .738, RMSEA = .189) but a two-factor model did (i.e., $\chi^2/df = 1.78$, CFI = .968, RMSEA = .067).

Supplement E: Impression Management Materials

Definitions of IM provided to participants:

In the context of this exercise, *impression management* (IM) refers to the specific behaviours or tactics that an applicant can use during an interview to influence the impression that the interviewer/employer has of them. In interviews, applicants will use IM tactics to try to convince the interviewer/employer that they are a desirable and ideal candidate for the job. Below are two types of verbal IM tactics that applicants might use, both of which can be used either *honestly* (i.e. telling the truth) or *deceptively* (i.e. lying, exaggerating, changing small details, “borrowing” a story), with example behaviours of each:

- (1) **Assertive Impression Management:** Actively creating a positive impression by promoting your accomplishments, skills, and experiences, or by trying to gain favour with the interviewer (e.g. through flattery, agreeing with opinions or values held by the interviewer/employer).
 - (A) **Honest-Assertive:** Creating a positive impression by truthfully discussing skills, experiences, or values you possess
 - Accurately describing how you handled a situation in a previous job
 - Accurately describing your education, credentials, knowledge
 - Emphasizing your fit with the organizational culture because know you share many of the same values
 - Complimenting the interviewer/employer on something you truly admire or appreciate about them
 - (B) **Deceptive-Assertive:** Creating a positive impression by discussing skills, experiences, or values you do not possess.
 - “Embellishing” your description of a past situation by adding small details or changing an outcome to make your experience seem more positive or impressive (e.g. changing who was involved, saying you helped 50 people when you only helped 20)
 - Making up a story, or “borrowing” a story that you heard from someone else
 - Pretending to agree with values or opinions held by the interviewer/ employer
 - Claiming you know how to do something that you do not actually know how to do

- (2) **Defensive Impression Management:** Justifying past behaviour, actions, or decisions to avoid leaving a negative impression on the interviewer/employer. (E.g. defending a decision you made that resulted in a poor outcome, justifying negative marks on a record, creating an excuse, apologizing.)
 - (A) **Honest-Defensive:** Truthfully justifying and explaining past events to avoid leaving a negative impression.
 - Truthfully explaining an employment gap on your resume or a poor grade on your transcript
 - Truthfully explaining the causes leading up to a negative situation

- Giving a sincere apology
- (B) Deceptive-Defensive: Justifying or explaining past events by exaggerating or making up pieces of information to avoid leaving a negative impression.
 - Assigning blame and saying that someone else was at fault for a bad outcome that resulted from a group decision
 - Making up an excuse to explain a negative situation
 - Apologizing for something but feeling like you didn't actually do anything wrong

IM reporting instructions provided to participants:

You will be asked to watch each of the five video responses you submitted, and to note when you used an impression management tactic. Each of the four impression management tactics will be associated with a specific icon below:

- **Hon-Assertive** = Honest-Assertive: Creating a positive impression by truthfully discussing skills, experiences, or values you possess.
- **Dec-Assertive** = Deceptive-Assertive: Creating a positive impression by discussing skills, experiences, or values you do not possess.
- **Hon-Defensive** = Honest-Defensive: Truthfully justifying and explaining past events to avoid leaving a negative impression.
- **Dec-Defensive** = Deceptive-Defensive: Justifying or explaining past events by exaggerating or making up pieces of information to avoid leaving a negative impression.

Use the buttons below as you are watching your video to indicate when you used a specific impression management tactic. Each button click will create a time-stamp (e.g. 6 sec, 1 min 32 sec). A button should be clicked each time you spot yourself using that specific tactic.

If you wish to remove a time-stamp, click the trash can icon next to it to delete it.

IM comprehension test:

Which impression management tactic is being used in each example below? (*correct responses are presented in parentheses*)

1. Truthfully explaining mistakes I've made in the past. (*Hon-Defensive*)
2. Pretending that I have more work experience than I actually do. (*Dec-Assertive*)
3. Describing my skills accurately. (*Hon-Assertive*)
4. Changing the details of my story to hide a mistake I made. (*Dec-Defensive*)

Supplement F: BARS Used to Assess Interview Performance

Competency assessed:	Teamwork / Collaboration: Working with others to achieve a common objective or complete a shared task.				
Question type:	Past-behavioural				
Question:	Describe a time when you had to collaborate or partner with others to succeed at a task. What was the task you had to accomplish? What made the collaboration successful? What was your role or contribution?				
Scoring scale:	1	2	3	4	5
SCORING GUIDE:					
1	3			5	
<ul style="list-style-type: none"> - Features of the task, situation and/or the individual's role/contribution are unclear or are not discussed/mentioned (i.e. parts of the question were not answered or addressed at all). - No collaboration occurred, or the individual was not collaborative (e.g. contributed very little, or completed all work without the contribution of others), or; - Collaboration was not needed for the task. 	<ul style="list-style-type: none"> - Features of the task, situation, and/or the individual's role/contribution are somewhat clear. Most parts of the question are addressed. - The situation involved and required collaboration (i.e. the task requires some kind of co-dependency on others). - The task clearly would have been more successful if the individual was more collaborative (e.g. by increasing the frequency of communication with others, contributing more to group tasks); the individual was only partially successful at working collaboratively with others. - Briefly considered/discussed a few of the behaviours and actions that helped and/or hindered the success of the collaborative effort, but their discussion of it was not very thorough or detailed (e.g. did not provide examples to back up claims). - The individual was "passively collaborative", e.g. did what was told by other group members, but did not actively initiate or encourage other collaborative actions/behaviours. 			<ul style="list-style-type: none"> - Features of the task, situation, and/or the individual's role/contribution are clear. All parts of the question were addressed. - The situation involved and required collaboration. - The individual actively helped create and/or sustain a collaborative environment (e.g. kept other team members informed of project-related tasks or progress, scheduled team meetings, provided feedback when requested). - The behaviours and actions that made the collaborative effort successful are thoroughly considered and clearly described (e.g. by using examples), and/or; - The behaviours and actions that would have made the collaborative effort more successful are thoroughly considered. 	

Rating note: Primary focus should be on the behaviours/actions they used (rather than on the nature of the task itself), and whether the individual's behaviours/actions exemplified successful collaboration. An example of a "2" score could be someone who describes a teamwork/collaborative task, but does not really mention how their behaviors or actions encouraged teamwork/collaboration. Their description of the task should be used to assess whether situation was actually a teamwork/collaborative one (some people are describing tasks/situations that seemed like it hardly involved or necessitated actual teamwork).

Competency assessed:	Minimizing Errors/Risks: The considerations that one makes in advance of making a decision or engaging in an action to ensure that the potential for risks, errors, or unfavourable outcomes are minimized.				
Question type:	Past-behavioural				
Question:	Describe a situation where you had to evaluate the risks, benefits, and potential outcomes associated with a decision, for instance buying something important, investing in something, starting a new project, etc. How did you handle it? And what was the outcome?				
Scoring scale:	1	2	3	4	5
SCORING GUIDE:					
1	3			5	
<ul style="list-style-type: none"> - Features of the situation, actions taken, and/or outcomes are unclear or are not discussed/mentioned (i.e. parts of the question were not answered or addressed at all). - The decision was simple (lacked complexity, difficulty, or consequence) and did not require a detailed decision-making process. - The individual did not engage in an evaluative process of comparing benefits, risks, and potential outcomes (e.g. considered only the benefits). - A poor outcome was achieved. 	<ul style="list-style-type: none"> - The consequence, importance, or difficulty of the decision is somewhat clear. - Features of the situation, actions taken, and outcomes are somewhat clear. Most parts of the question are addressed. - A few risks and potential outcomes were considered and explicitly named/stated (e.g. costs, time requirements, etc.) but the description is somewhat general and lacks details or specific examples. - The individual lacked a thorough consideration of all possible factors influencing the outcome of the decision/action (e.g. a large, obvious risk or multiple smaller risks were overlooked/not discussed). <i>(May require the rater to consider what other factors would have been pertinent to the decision, which the individual may have failed to mention or consider.)</i> - Contingency plans or failsafes were not identified to deal with potential problems if they arose. - A somewhat unfavourable or sub-optimal outcome occurred due to a lack of planning or adequate consideration of influencing factors, or; - A favourable outcome was achieved, but the individual was poorly prepared for dealing with unfavourable outcomes if they were to have occurred instead (i.e. no contingency plans) 			<ul style="list-style-type: none"> - The consequence, importance, or difficulty of the decision is clear. - Features of the situation, actions taken, and outcomes are clear. All parts of the question were addressed. - The potential benefits, risks, outcomes, and influencing factors associated with different decisions/ courses of action were clearly identified and thoroughly considered in relation to the objectives before finalizing the decision. - If appropriate/necessary for the situation, potential counteractive measures to risks (e.g. contingency plans, failsafes) were identified. - Successfully achieved the desired/favourable outcome, and/or; - Avoided unfavourable outcomes through the plans they created and acting appropriately as situations arose. 	

Competency assessed:	Leadership: Coordinating and managing the completion of tasks or objectives among a group of people.				
Question type:	Past-behavioural				
Question:	Describe a time when you took the lead on a group project. What was the project, how did you behave as a leader, and what was the outcome?				
Scoring scale:	1	2	3	4	5
SCORING GUIDE:					
1	3			5	
<ul style="list-style-type: none"> - The individual did not take a leadership position in the situation. - Features of the situation, the individual's behaviours, and/or outcomes were unclear or are not discussed/mentioned (i.e. parts of the question were not answered or addressed at all). 	<ul style="list-style-type: none"> - The individual was in a leadership position in the situation, either formally (e.g. assigned, by job title) or informally (e.g. by taking initiative). - The behaviours used and actions taken were somewhat clear. Most parts of the question are addressed. - A few of the individual's leadership behaviours/actions were explicitly mentioned, but the description is somewhat general and lacks details or specific examples. - The individual's leadership behaviours were ineffective at times (e.g. unable to resolve problems among the team). - Given the situation and objectives, other leader behaviours or actions clearly would have been more suitable; the individual demonstrated limited ability to adapt their leader behaviours to the group or project needs (e.g. was demanding, overbearing, controlling). - The project's success was somewhat limited by the individual's leader behaviours (e.g. poor communication, poor scheduling). 			<ul style="list-style-type: none"> - The individual was in a leadership position in the situation, either formally (e.g. assigned, by job title) or informally (e.g. by taking initiative). - The leadership behaviours used and the actions taken were clearly described. All parts of the question were addressed. - The individual demonstrated a clear understanding of what leadership behaviours would be effective for the team's success, and used leader behaviours that were appropriate and suitable given the situation and objectives (e.g., led by example, clearly communicated the goal to subordinates and motivated them to reach it, etc.). - The leader behaviours used and actions taken were effective and aided in producing a successful project outcome. 	

Rating note: An answer that is overly general/broad/vague or overall lacking in detail might be a 2. For instance, "I scheduled meetings, made sure tasks were being completed..."

Competency assessed:	Planning, Prioritization: How one manages and completes multiple different tasks and objectives within a limited time frame, based on an evaluation of each objective’s relative importance.				
Question type:	Situational				
Question:	Imagine you’ve been hired for the position, and you are in your first week on the job. You find out that before you arrived, the Business Operations Manager’s responsibilities were divided among several other department heads and members of upper management. With you now on the team, the other staff have started offloading their Business Operations tasks and unfinished projects to you. You thus already have five ongoing projects, each requiring about 4-5 hours of work to be completed, including two projects with deadlines by the end of the week. Your boss has just given you a new project today, that was described as “important”. On top of this, you are still in the process of familiarizing yourself with the company’s financial reporting systems, company policies, etc. and find that you have more work than you can comfortably manage. What would you do?				
Scoring scale:	1	2	3	4	5
SCORING GUIDE:					
1	3			5	
<ul style="list-style-type: none"> - No clear plan of action is suggested, e.g. “Things will probably pan out or quiet down eventually,” or “I’d just see how much I could get done before the deadline,” and/or; - Focuses on the “easy” projects and does not consider the priority of the various projects. - Suggests deferring to the boss (or other project stakeholders) to determine the order of importance of projects, and <u>does not propose a potential plan themselves</u>, or; - Simply suggests telling the boss that it is not possible to handle all the work. 	<ul style="list-style-type: none"> - Suggests that no work can be properly done until they have become familiarized with the company background information (i.e. seems rigid but does not consider whether this info will be necessary to complete the projects). - Next prioritizes the boss’s new project and the two projects due for the end of the week; the other three ongoing projects can wait. - Communicates with project stakeholders to inform them if or why any delays or project changes are expected, if necessary/ appropriate. - Suggests delegation of tasks, and a tentative plan/prioritization of the relative importance of some of the tasks. - Outlines a tentative plan, but suggests deferring to the boss (or other project stakeholders) to determine the order of importance of projects 			<ul style="list-style-type: none"> - Prioritizes the two projects due for the end of the week. - Communicates with the boss regarding the importance and proposed deadline of the new project. - Evaluates whether the prioritized projects can be completed with or without a greater familiarity with the company’s background information, and/or whether project quality will be significantly affected by it, e.g. “If I don’t have the necessary background knowledge on the company, I may not be able to do certain projects well, but there may still be some other projects I could work on first if those are more important.” Prioritizes learning background info only if it is necessary to completing the prioritized projects. - Communicates with project stakeholders if or why any delays or project changes are expected, if necessary/appropriate. - Must propose a potential plan of action/prioritization themselves (the plan CAN include delegation or talking to the boss as a secondary/backup measure, but they must propose a plan for delegating or a plan that could be executed w/o the boss’s input). 	

Competency assessed:	Problem-Solving: Recognizing when a problem has occurred, identifying the problem, and proposing/implementing an appropriate solution.				
Question type:	Situational				
Question:	It's been a few months since you implemented a new company-wide initiative to report the progress made in long-terms projects. You are realizing that it is not working the way you had anticipated. A lot of money was spent training employees to use the reporting system, but the compliance rate to your new procedures has been very low. Overall, you have seen no gains in project efficiency, and the top management team is becoming increasingly concerned. Additionally, you and the management team have heard a few direct complaints from employees on parts of the new system. What would you do? What would you tell the management team?				
Scoring scale:	1	2	3	4	5
SCORING GUIDE:					
1	3			5	
<ul style="list-style-type: none"> - Proposes no plan of action or a plan of analysis to assess the problems. Just hopes that things will get better over time. - Does not communicate to the management team - Suggests reassuring the management team of the initiative, without any evidence to support - Suggests removing the system, without any evidence to support the decision. - Suggests deferring the decision to continue/discontinue the initiative to top management, and does not suggest any plan of action to assess the problems. 	<ul style="list-style-type: none"> - Apologizes to the top management about the disappointing initial results. - Supports claims/reassurances with generalized statements about potential problems or lack of success with new initiatives, e.g. "Sometimes it can take several months to see results from new company initiatives," or "People can be slow to adopt new initiatives." - Suggests implementing solutions based on limited evidence/input (the complaints directly received, concerns from top management), or - Suggests an approach involving limited communication with top management. (i.e handles the work independently and informs top management later) - Suggested plan/methodology is somewhat broad, vague, or limited in scope (e.g. just says "I'd ask employees"). 			<ul style="list-style-type: none"> - Proposes a plan or potential method of assessing the problems. - Communicates with project leads to find out more about the progress of their projects, expected finish dates, recent problems, etc.; tries to determine if a lack of gains in project efficiency can be attributed to other situational reasons. - Reaches out to employees directly to try to find out why compliance rates are low (identify reasons for why the update is limited, and suggests specific methods, e.g. survey, interview). - Asks employees / project leads for input on how they think the system could be improved. - Determine what features of the new system could be modified after carefully evaluating feedback reports to address the problems identified. (<i>BONUS criteria [not required but good to have]:</i> Additionally discusses the potential costs, time, risks, and benefits associated with implementing each modification/ solution.) - Communicate the plan of action, proposed timeline, and/or analyses findings to the top management team. 	

Supplement G: Additional Analyses Based on the Hypothesized Model

In addition to the path model presented in the paper, we also examined Hypotheses 1, 2, 4, and 6 with a multivariate analysis of variance (MANOVA), with follow-up tests for each outcome variable. These analyses examined the differences based on the conditions that applicants were assigned to. MANOVA results showed no overall effect of the preparation time condition ($F(5,167) = 0.45$, Wilks' $\Lambda = 0.99$, $p = .81$, $\eta^2 = .01$), the re-recording condition ($F(5,167) = 0.87$, Wilks' $\Lambda = 0.98$, $p = .50$, $\eta^2 = .03$), and no interaction ($F(5,167) = 1.17$, Wilks' $\Lambda = 0.97$, $p = .33$, $\eta^2 = .03$). Results for each individual outcome are presented in the table below. They also showed that allocated preparation time, re-recording opportunities, and their interaction had no direct effect on fairness perceptions, interview anxiety (with or without general test anxiety entered as a covariate), honest or deceptive IM use, or interview performance. Therefore, these results confirm the path analyses presented in Figure 2 in the main manuscript, providing no support for Hypotheses 1, 2, 4, and 6, respectively.

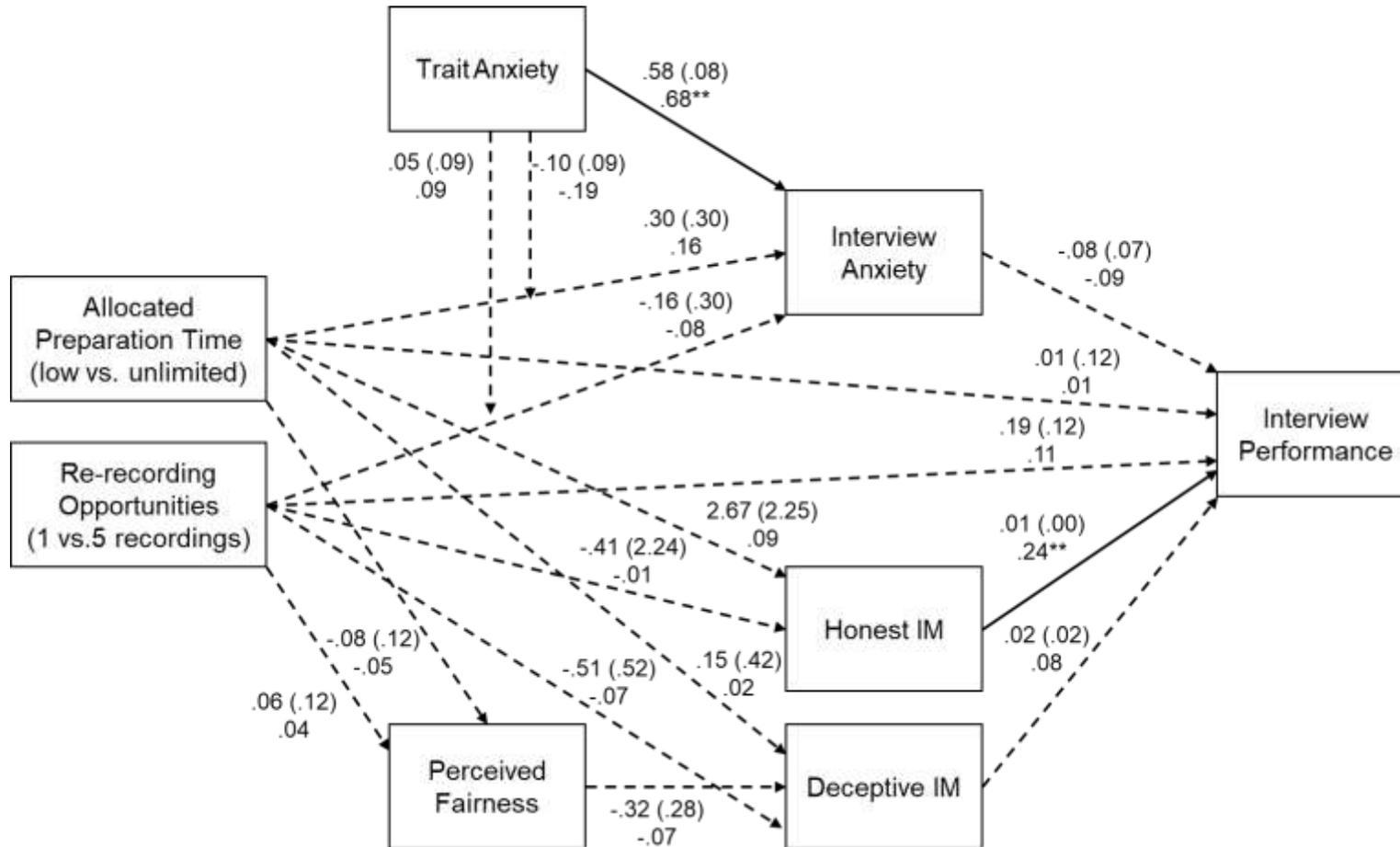
Effect of Allocated Preparation Time and Re-recording Opportunities on Applicant Behaviors and Outcomes

	No preparation				Unlimited preparation				ANOVAs					
	One attempt		5 attempts		One attempt		5 attempts		Prep. time		Attempts		Interaction	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	partial η^2	<i>F</i>	partial η^2	<i>F</i>	partial η^2
<i>Used in MANOVA (for hypotheses testing)</i>														
Interview Anxiety	2.86	1.01	2.77	0.93	2.70	0.93	2.94	0.84	0.00	.00	0.28	.00	1.40	.01
Perceived Fairness	3.86	0.82	3.93	0.82	3.78	0.82	3.84	0.79	0.45	.00	0.25	.00	0.00	.00
Honest IM	19.72	12.60	16.93	13.26	20.15	17.80	22.15	15.50	1.56	.01	0.03	.00	1.12	.01
Deceptive IM	2.89	3.65	1.68	3.00	2.43	3.36	2.59	3.77	0.18	.00	1.02	.01	1.68	.01
Interview Performance	2.97	0.87	2.94	0.85	2.83	0.83	3.20	0.77	0.25	.00	1.79	.01	2.50	.01
<i>Not used in MANOVA (exploratory analyses)</i>														
Avg Preparation Time used	25.00	-	25.00	-	73.18	100.15	95.98	102.84	30.25**	.15	1.11	.01	1.11	.01
Avg Attempts used	1.00	-	1.52	0.63	1.00	-	1.44	0.66	0.39	.00	52.05**	.23	0.39	.00
<i>N</i>	47		41		46		41							

Note: $N = 175$.⁷ Avg = Average, Avg preparation time used = average time (in seconds) used per question. The SDs in the “no preparation” or “on attempt” conditions are not provided because the time/number of attempts was experimentally manipulated, and thus the values are a constant. * $p < .05$; ** $p < .01$

⁷ G-Power recommended samples size ranging from 128 (effect size $f = .25$) to 351 ($f = .15$) for a 4-group ANOVA with main effects and interactions, $\alpha = .05$, and desired power of .80.

Path Analysis for Hypothesized Model Using MLR Estimator (vs. WLSMV in the Manuscript)



Note: $N = 175$. Computed in STATA, using the MLR estimator (maximum likelihood with robust standard errors). Unstandardized estimates, with robust SEs are presented above the standardized estimates in the path model. To help with interpretation, solid lines represent significant paths whereas dotted lines represent non-significant paths. * $p < .05$; ** $p < .01$. Covariances between fairness, anxiety, honest IM, and deceptive IM were also included in the path model.

Alternative Path Analysis Model Including Interaction Between the Manipulated AVI Design Elements

Outcome	Predictor	<i>b</i>	<i>SE</i>	<i>Beta</i>	<i>z-value</i>	<i>p-value</i>
Interview anxiety	Allocated prep. time	.14	.35	.08	0.40	.69
	Re-recording opportunity	-.06	.40	-.03	-0.15	.88
	Prep time x Re-recording	.01	.25	.01	0.06	.95
	General test anxiety	.59	.09	.69	6.90	<.001
	General test anxiety x Prep. time	-.05	.10	-.09	0.54	.59
	General test anxiety x Re-recording	.01	.11	.02	0.09	.93
Perceived fairness	Allocated prep. time	-.09	.19	-.06	-0.48	.63
	Re-recording opportunity	.07	.20	.04	0.36	.72
	Prep time x Re-recording	-.03	.29	-.02	-0.10	.92
Honest IM	Allocated prep. time	.20	3.25	.01	0.06	.95
	Re-recording opportunity	-2.42	2.86	-.08	-0.85	.40
	Prep time x Re-recording	3.53	4.83	.10	0.73	.47
Deceptive IM	Allocated prep. time	-.61	.75	-.09	0.82	.41
	Re-recording opportunity	-.38	.74	-.20	-1.86	.06
	Prep time x Re-recording	1.74	1.17	.21	1.48	.14
	Perceived fairness	-.25	.26	-.06	-0.96	.34
	Interview performance	-.17	.17	-.10	-1.00	.32
Interview performance	Allocated prep. time	-.17	.17	-.10	-1.00	.32
	Re-recording opportunity	.00	.18	.00	0.00	.99
	Prep time x Re-recording	.27	.25	.19	1.50	.13
	Interview anxiety	-.11	.07	-.12	-1.48	.14
	Honest IM	.01	.00	.23	3.01	.003
	Deceptive IM	.02	.02	.08	0.98	.33
<i>Covariances</i>						
Honest IM	Deceptive IM	6.58	4.49	.13	1.47	.14
Honest IM	Interview anxiety	-1.64	.93	-.16	-.177	.08
Deceptive IM	Interview anxiety	.29	.21	.12	1.38	.17
Perceived fairness	Interview anxiety	-.10	.06	-.18	-1.60	.11

Note: $N = 175$. Computed with lavaan in R, using the WLSMV estimator. Model fit indices: $\chi^2(14) = 21.24, p = .10$, RMSEA = .06, CFI = .89, TLI = .70, SRMR = .03.

Supplement H: Detailed Results for the Path Analysis with Use of Opportunities

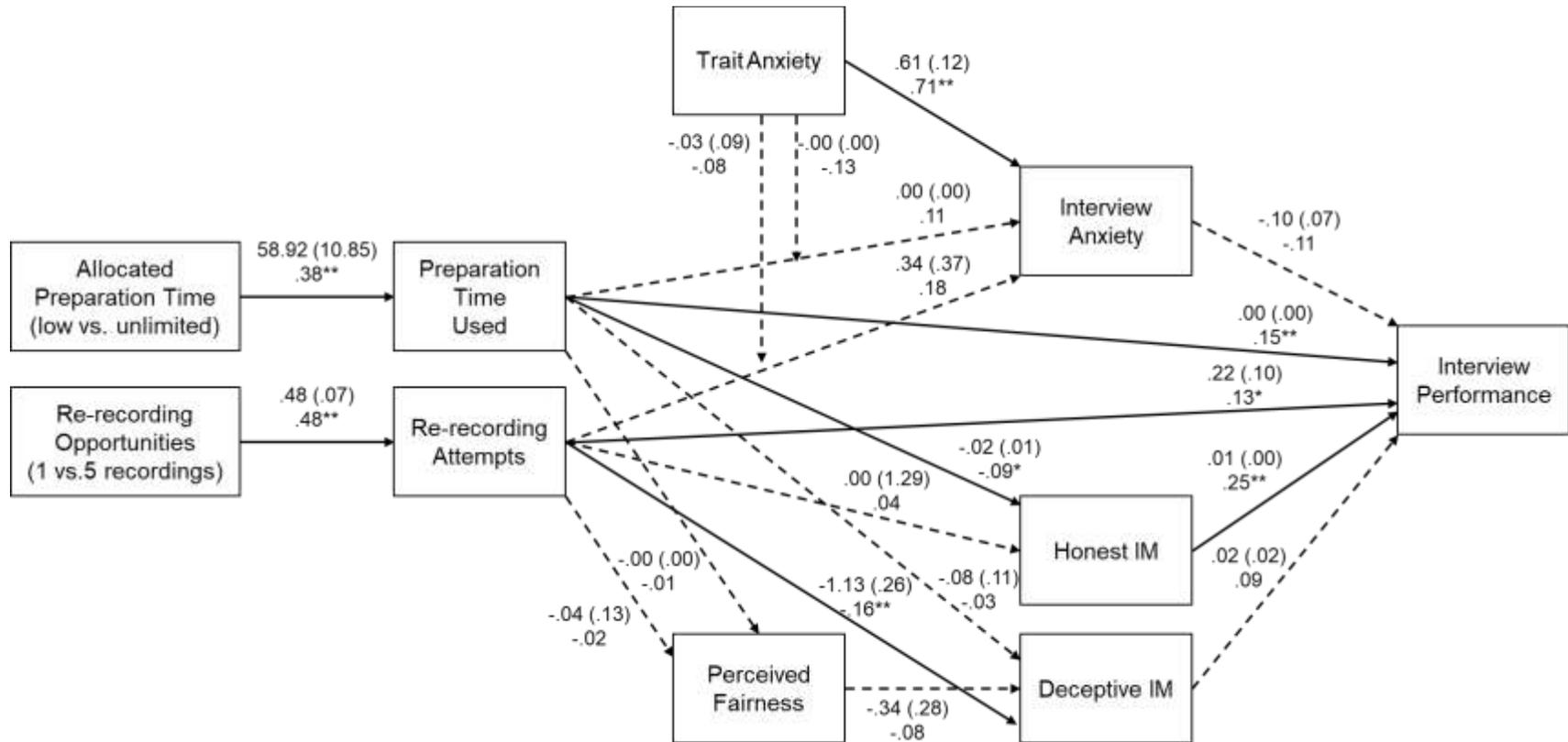
Outcome	Predictor	<i>b</i>	<i>SE</i>	<i>Beta</i>	<i>z-value</i>	<i>p-value</i>	Lower CI	Upper CI
Preparation time used	Allocated prep. time	57.52	10.80	.37	5.33	< .001	36.36	78.69
Re-recording attempts	Re-recording opportunity	.48	.07	.48	6.81	< .001	.34	.62
Interview anxiety	Preparation time used	.00	.00	.01	.23	.82	-.00	.00
	Re-recording attempts	.23	.13	.13	1.84	.07	-.02	.48
	General test anxiety	.55	.05	.65	11.96	< .001	.46	.65
	General test anxiety x Prep. time	-.08	.08	-.06	-1.00	.32	-.23	.08
	General test anxiety x Re-recording	-.01	.04	-.01	-.20	.84	-.09	.08
Perceived fairness	Preparation time used	.00	.00	-.05	-.60	.55	.00	.00
	Re-recording attempts	-.03	.13	-.02	-.24	.81	-.28	.22
Honest IM	Preparation time used	-.02	.01	-.08	-2.08	.04	-.03	.00
	Re-recording attempts	-1.47	1.87	-.05	-.78	.43	-5.14	2.21
Deceptive IM	Preparation time used	.00	.00	.03	.35	.72	-.01	.01
	Re-recording attempts	-1.09	.32	-.16	-3.40	.001	-1.71	-.45
	Perceived fairness	-.29	.28	-.07	-1.04	.30	-.83	.26
Interview performance	Preparation time used	.00	.00	.15	2.38	.02	.00	.00
	Re-recording attempts	.27	.12	.17	2.37	.02	.05	.50
	Interview anxiety	-.10	.07	-.11	-1.44	.15	-.25	.04
	Honest IM	.01	.00	.25	3.18	.001	.01	.02
	Deceptive IM	.02	.02	.10	1.21	.23	-.02	.06
<i>Covariances</i>								
Honest IM	Deceptive IM	6.88	4.78	.14	1.44	.15	-2.48	16.24
Honest IM	Interview anxiety	-1.49	.95	-.15	-1.58	.12	-3.35	.36
Deceptive IM	Interview anxiety	.38	.22	.16	1.73	.08	-.05	.82
Perceived fairness	Interview anxiety	-.10	.06	-.18	-1.59	.11	-.22	.02

Note: $N = 175$. Computed with lavaan in R, using the WLSMV estimator. Model fit indices: $\chi^2(33) = 33.40$, $p = .44$, RMSEA = .01, CFI = .99, TLI = .99, SRMR = .05.

Indirect Effects of Manipulated AVI Design Elements on AVI Outcomes Via Use of Opportunities

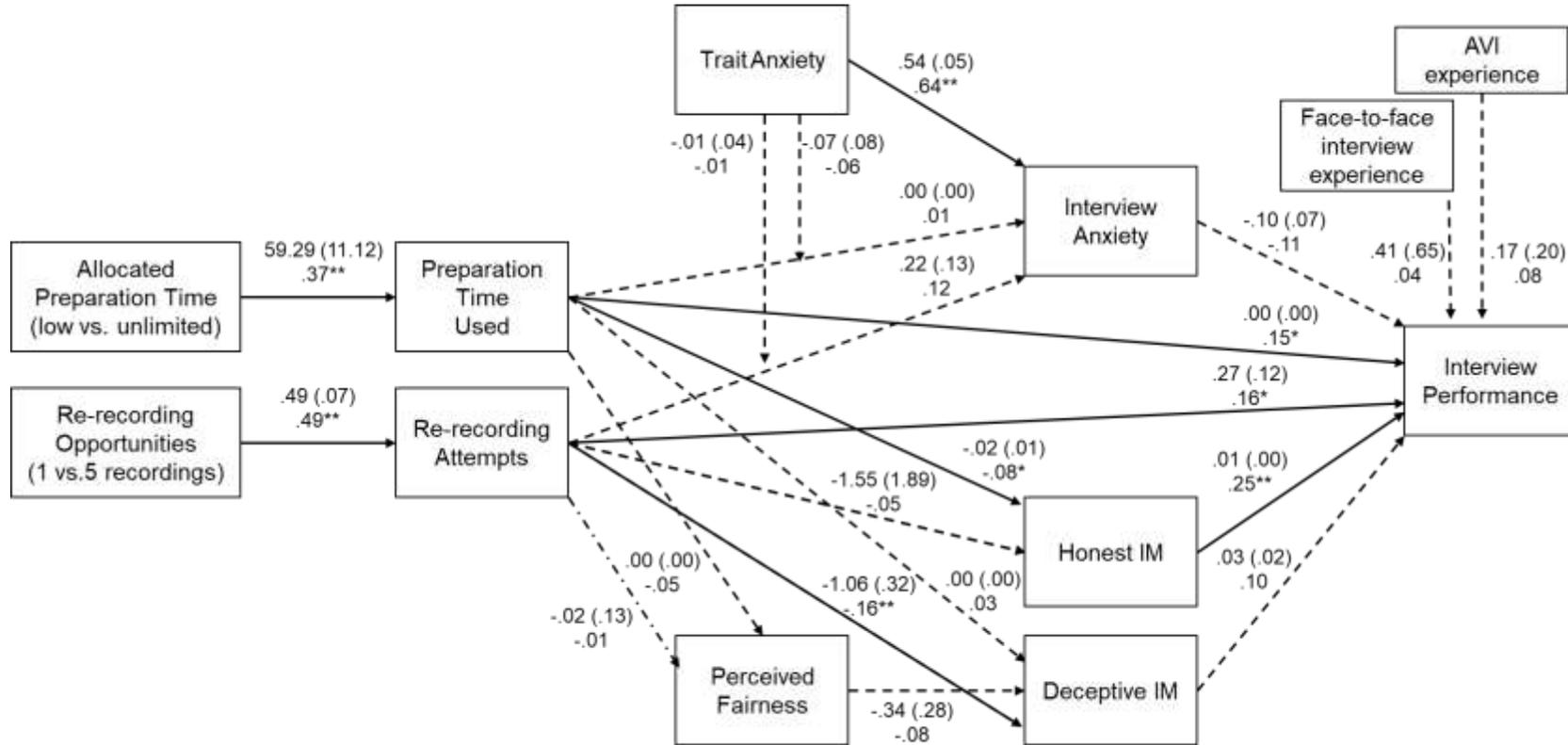
Indirect Effects	<i>b</i>	<i>SE</i>	<i>Beta</i>	<i>z-value</i>	<i>p-value</i>	Lower CI	Upper CI
Indirect effects of allocated preparation time via preparation time used on...							
Perceived fairness	.03	.06	-.02	-0.57	.57	-.14	.08
Interview Anxiety	.02	.05	.01	0.37	.71	-.08	.12
Honest IM	-1.69	.66	-.06	2.57	.01	-2.97	-.40
Deceptive IM	.04	.21	.01	0.18	.86	-.37	.45
Interview Performance	.13	.05	.08	2.75	.006	.04	.21
Indirect effects of re-recording opportunities via re-recording attempts on...							
Perceived fairness	.07	.07	-.04	-0.95	.34	-.21	.07
Interview Anxiety	.21	.09	.11	2.32	.02	.03	.38
Honest IM	-.82	.94	.03	-0.87	.38	-2.67	1.02
Deceptive IM	-.58	.19	-.08	-3.13	.002	-.84	-.22
Interview Performance	.12	.06	.07	1.82	.07	-.01	.24

Supplement I: Path Analysis for Model with Use of Opportunities Using MLR Estimator (vs. WLSMV in the Manuscript)



Note: $N = 175$. Computed in STATA, using the MLR estimator (maximum likelihood with robust standard errors). Unstandardized estimates, with robust SEs are presented above the standardized estimates in the path model. To help with interpretation, solid lines represent significant paths whereas dotted lines represent non-significant paths. * $p < .05$; ** $p < .01$. Covariances between fairness, anxiety, honest IM, and deceptive IM were also included in the path model.

Supplement J: Path Analysis with AVI Experience and Interview Experience Entered as Covariates with Interview Performance



Note: $N = 169$. Computed with Lavaan in R, using the WLSMV estimator (weighted least squares mean and variance adjusted). Unstandardized estimates, with robust SEs are presented above the standardized estimates in the path model. To help with interpretation, solid lines represent significant paths whereas dotted lines represent non-significant paths. * $p < .05$; ** $p < .01$. The model includes both past experience (number of interviews) with face-to-face person interviews and AVIs as covariates of performance. Covariances between fairness, anxiety, honest IM, and deceptive IM were also included in the path model. Model fit indices: $\chi^2(56) = 45.42, p = .84, RMSEA = .00, CFI = 1.00$.

Supplement K: Effect of Allocated Preparation Time and Re-recording Opportunities on Four IM Types

	No preparation				Unlimited preparation				ANOVAs					
	One attempt		5 attempts		One attempt		5 attempts		Prep. time		Attempts		Interaction	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>p-value</i>	<i>F</i>	<i>p-value</i>	<i>F</i>	<i>p-value</i>
Honest Assertive	14.10	9.02	12.40	10.80	15.20	15.50	15.30	11.50	1.20	.28	0.20	.65	0.25	.61
Honest Defensive	5.62	5.76	4.54	5.46	4.91	5.51	6.80	6.24	0.63	.43	.21	.54	2.91	.09
Deceptive Assertive	2.21	3.09	1.37	2.77	1.76	2.19	1.44	2.41	0.22	.64	2.12	.15	0.43	.51
Deceptive Defensive	0.68	1.20	0.32	0.68	0.67	2.03	1.15	2.03	2.54	.11	.05	.82	2.98	.09
<i>N</i>	47		41		46		41							

Note: $N = 175$. * $p < .05$; ** $p < .01$

Supplement L: Exploratory Analyses at the Question level

Question	Honest IM ^a		Deceptive IM ^a		Performance ^a		Preparation time used ^b		Number of attempts ^c	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
1	3.55	2.73	0.41	0.88	3.07	1.02	114.34	190.54	1.62	0.92
2	3.98	3.70	0.59	1.27	3.17	1.06	67.40	94.81	1.57	0.88
3	3.98	3.55	0.89	1.72	3.05	1.04	83.01	141.33	1.47	0.87
4	4.14	3.41	0.22	0.73	2.54	1.06	63.47	94.54	1.43	0.81
5	4.10	3.85	0.31	0.95	2.99	1.17	62.65	70.32	1.35	0.78
Average	4.05	3.45	0.48	1.11	2.96	1.07	78.17	118.31	1.49	0.85
<i>F</i> -value	2.392		8.477		13.970		1.789		2.186	
<i>p</i> -value	.053		< .001		< .001		.139		.078	

Note. All results are based on repeated measure ANOVAs. Questions 1-3 were past-behavioral questions, Questions 4-5 were situational questions. ^a based on the full sample ($N = 175$). ^b preparation time in seconds, based on participants in the unlimited preparation time only ($N = 86$). ^c based on participants in the up-to-5-attempts condition only ($N = 81$).