

IMPORTANCE OF PERSONAL AND PROFESSIONAL TRAITS IN THE EVALUATION OF PROSPECTIVE JOB APPLICANTS

Sean Walker, The University of Tennessee at Martin
swalke47@utm.edu

Lajuan Davis, The University of Tennessee at Martin
ldavis91@utm.edu

ABSTRACT

This study focuses on the issue of names with diverse flavors and whether having these diverse names can affect an applicant being hired for managerial or non-managerial positions. The specific names utilized in this study are Caucasian versus African-American names. The respective names were put on copies of résumés and evaluated by post-secondary students who aspire to someday become hiring managers. One of the unexpected results from the study was that participants were more likely to hire applicants with African-American names for managerial positions and applicants with Caucasian names were deemed a better fit for non-managerial positions.

INTRODUCTION

“Human resource management is a distinctive approach to employment management which seeks to achieve competitive advantage through the strategic deployment of a highly committed and capable workforce using an array of cultural, structural and personnel techniques” (Storey, 2007, p. 7). In other words, human resource management is focused on how an organization can maximize employee performance through focusing on how employees are managed and the development and implementation of effective and efficient policies and procedures.

Human resource management has been shown to be critical in numerous industries including health care (Kabene et al., 2006), non-government organizations (NGOs), volunteer organizations, and not-for-profit organizations (Bartram et al., 2017), sports (Weerakoon, 2016), and manufacturing (Hecklau et al., 2016). Human resource management helps organizations with promoting innovation in organizations (Arvantis et al., 2016), improving strategic sustainability initiatives within organizations (Schroeder, 2012), and managing a growing international population of employees (Dowling, 2004; Schuler & Jackson, 2005).

Human resource management consists of many crucial dimensions including staffing, newcomer orientation, training and development, compensation, benefits, morale and motivation, mental health, performance appraisal, career progression, and retention. The focus of the current work is on staffing, especially as it relates to recruitment and selection of prospective job applicants. Specifically, this work focuses on how peoples’ perceptions of names can impact the evaluation of prospective job applicants.

The clichés concerning names are plentiful: “What’s in a name? That name rings a bell. He doesn’t want to name names. You name it! Make a name for yourself. Say my name.” The list is seemingly endless. Indeed, names are an important part of an individual’s identity. Names provide handles by which an individual can be hailed, alphabetized, categorized, or labeled. Additionally, however, names can reveal characteristics such as race gender, or ethnicity, which can be used as considerations in hiring decisions; thus the name an individual has can assume an entirely different degree of importance in one’s career path.

While numerous studies have been conducted on hiring professionals’ views or perceptions on the impact of names on hiring decisions, studies that analyze post-secondary students’ perceptions of names are scarcer. There are two central rationalizations for the use of the current sample in this research. First, the fact that today’s students will be tomorrow’s young business professionals lends credence to the importance of studying what perceptions these future business professionals have of individuals’ names and whether these perceptions will bias their decision in their upcoming roles as job interviewers. Second, we know far less about the perceptions of the younger generations than we do about older generations. This makes it important to better understand potential generational gaps as it relates to the evaluation of prospective job applicants based on their name.

LITERATURE REVIEW

A 2008 study conducted by Cotton et al. revealed that common names, which were not particularly unique but were well liked, represented individuals who were the most likely to be hired. Subsequently, individuals who had unique, uncommon names were the least likely to be hired. “The name an individual carries has a significant impact on how he or she is viewed, and conceivably, whether or not the individual is hired for a job” (p. 18). Despite laws that were legislated to prevent discrimination in hiring, research suggests that discrimination, whether direct or indirect, still exists. A job seeker’s name alone can indicate race or gender to an interviewer, e.g., names such as Tenisha and Darnell normally refer to female and male African Americans, while names such as Emma and Cody are traditionally female and male Caucasian names. Therefore, an interviewer simply reading the name on a résumé may have a preconceived notion about an applicant’s employability within an organization. Additional research found that ethnically identifiable names could affect the pre-employment process as well as salary expectations (Bart et al., 1997).

A 1997 study (Bart et al.) utilized a sample of college undergraduates as study participants to review a résumé with an African-American-sounding name and a résumé with a Caucasian-sounding name to determine which of the candidates the students would hire. The researchers determined that female study participants evaluated the female candidate more favorably than the male participants did, and the African-American study participants evaluated the African-American candidates more favorably than the Caucasian participants did.

Research indicates that when interviewers see résumés with names that may indicate race, the potential employers react negatively toward those names (see Bursell, 2007; Carlsson & Rooth,

2008; Derous & Ryan, 2012; Shore et al., 2021 for discussion). In other studies (Bertrand & Mullainathan, 2004) researchers sent résumés in response to help-wanted advertisements in Chicago and Boston. The résumés were titled with either “white-sounding” [sic] or “African-American-sounding” names on them. Research revealed that approximately 50% more of the white-sounding names received calls for interviews than did the résumés with African-American-sounding names. This finding is consistent with other research that notes that ethnic-sounding names may be a direct antecedent of employment discrimination (e.g., King et al., 2006). Researchers also note that these significant differences transcend the hiring process and impact career earning potential across the different ethnicities (Pincus, 2003). Additionally, according to a study conducted by the National Bureau of Economic Research (Bertrand & Mullainathan, 2004), résumés with white-sounding names received an average of 50% more callbacks than résumés with black-sounding names. This fact is consistent with research (e.g., Tieleman, 2016) in Europe that found that applicants did not receive an invitation for an interview when using their names (i.e., Arab sounding in this case) but did receive an invitation when they changed their names to their Flemish names (i.e., a more *white* sounding name). This statement is supported by other research in Europe that found that ethnic-sounding names had a direct impact on employment discrimination (e.g., Carlsson & Rooth, 2008; Zegers de Bevil, 2000). Interestingly, a 2016 study entailed researchers submitting résumés and biographical information for jobs and housing application in the Czech Republic and Germany. Researchers found that individuals who have majority names (as opposed to minority names) were viewed more favorably in both the employment field and the housing market (Bartos et al., 2016).

To combat diversity challenges in the hiring process, some organizations have undertaken blind hiring. Job applicants are instructed not to include their names, addresses, college names, or graduation dates on résumés they submit for jobs. While the practice of blind hiring cannot guarantee that hiring discrimination is not taking place, it can improve the job applicants’ experience with the job-search process by having organizations evaluate relevant qualifications as opposed to focusing on one’s ethnic-sounding name (Meena, 2016). However, since not all companies subscribe to or utilize blind hiring, current post-secondary students may require some classroom guidance performing professional, unbiased searches for candidates to fill jobs. The current study will demonstrate if name bias needs to be addressed in today’s educational arena.

Research Question 1: How does one’s demographics (e.g., sex and race) influence hiring decisions?

Purpose of Study: Study 1

The purpose of this study is to determine if job applicants’ names bias job interviewers in the hiring process. More specifically, we are assessing a newer generation of prospective hiring professionals (the younger half of Gen Z). The respondents who participated in this project are post-secondary business students enrolled in various business classes, who may potentially be job interviewers at some point in their careers. Since some of these students are working toward becoming hiring professionals, the perceptions they have regarding applicants’ names are noteworthy. If clear biases are evident in this study, then some re-education or re-direction of students’ learning may

be warranted in higher education classrooms. Furthermore, this will allow the current work to compare results of a younger generation (i.e., Gen Z) of decision makers with those of older generations (e.g., Baby Boomers).

STUDY 1

Methodology

The following sections of the article will describe the study participants, materials, and procedure used in this project. Additional materials are provided in the appendices.

Participants. Upper-level undergraduate business students (N=67) participated in the study in exchange for extra credit. Six participants were excluded for providing incomplete information on the dependent measures. This extrication resulted in a final sample size of 61 (38 men and 23 women with a mean age of 21.44 years); 40 participants (66.1%) were currently employed, and 15 (24.6%) had previous managerial experience.

Materials. The researchers created résumés with 4 conditions designed around a 2 (applicant ethnicity: African American or Caucasian) x 2 (applicant sex: male or female) analysis. The text, body, and style of each résumé were exactly the same. The sole manipulation on the documents was the first name of the job applicants based on the previously described conditions (see Appendix A for a sample résumé). The first names used on the résumés were Michael, Michelle, Deion, and Beyoncé. The choice of names for the two African-American applicants was chosen randomly, via number generator in Excel, from a list of the top 25 African-American *sounding names*.

Scales. The dependent measures in this study were two survey instruments that focused on assessing respondents' perceptions of the appropriateness of prospective job applicants (i.e., Job Applicant Scale; see Appendix B) and the desirability of specific traits of job applicants in general (i.e., Desired Traits, see Appendix C). Each survey instrument and the corresponding questions were created for the current research and were measured on a 5-point Likert Scale. Each respondent evaluated two job applicants and no respondent evaluated the same two conditions (i.e., no one assessed a male, African American for both evaluations).

Reliability. The Cronbach's alpha for the Job Applicant survey instrument was .694 and the Desired Traits survey instrument had a Cronbach's alpha of .965 (specifically, the 4 items measuring perceptions of ethnicity and sex, questions 5 – 8).

Procedure. The lead author went to several classes to ask for participation in an extra credit survey. The lead researcher explained each of the forms, what would be expected from the respondents, and answered any questions the respondents had. Respondents were then informed that the survey required them to evaluate job applicants based on information provided in the

résumés included in the survey packet. Once the survey materials were completed, the students returned the materials to the lead author.

Coding. The lead author removed any identifiable marks (i.e., respondents' names on the cover page used for extra credit) from each of the surveys received and assigned a number for identification to each survey packet received for data entry purposes.

RESULTS

The researchers initially analyzed the data using a 2 (applicant ethnicity) x 2 (applicant sex) analysis of variance (ANOVA) but found no significant influence of applicants' sex, so this variable was removed from the analysis. Furthermore, the respondents age, gender, and race were included as covariates. These results yielded no significant findings and therefore are not reported here. The data was then analyzed using a univariate analysis of variance with applicant ethnicity (African-American or Caucasian) for each of the scales. A significant main effect occurred for applicant ethnicity, $F(1,120) = 6.86, p < .01, \eta^2 = .06$. Respondents were more willing to hire African-American applicants ($M = 3.65$) than Caucasian applicants ($M = 3.25$). A moderately significant main effect resulted for applicant ethnicity, $F(1,120) = 3.74, p < .10, \eta^2 = .03$. Respondents were more willing to hire Caucasian applicants ($M = 4.08$) for a non-management position than African-American applicants ($M = 3.82$). A significant main effect for applicant ethnicity also occurred, $F(1,120) = 14.59, p < .001, \eta^2 = .11$. Respondents were more willing to hire African-American applicants ($M = 3.35$) for a management position than Caucasian applicants ($M = 2.76$). A significant main effect resulted for applicant ethnicity, $F(1,120) = 13.56, p < .001, \eta^2 = .10$. Respondents reported that Caucasian applicants ($M = 3.95$) had a higher degree of fit with a non-management position than African-American applicants ($M = 3.26$). No significant main effect for applicant ethnicity in regard to respondents' perceptions of applicant ethnicity and degree of fit occurred in a managerial position.

Additional Results

A secondary focus of the current research was to ascertain the importance of particular traits that respondents had for job applicants. Specifically, which traits, when detached from a candidate (i.e., ethnicity or sex) are more important than others. Researchers initially analyzed the data using a 2 (applicant ethnicity) x 2 (applicant sex) analysis of variance (ANOVA) but found no significant influence of applicants' sex, so this variable was removed from the analysis. The data was then analyzed using a univariate analysis of variance with applicant ethnicity (African American or Caucasian) for each of the scales. Results yielded a significant main effect for applicant ethnicity, $F(1,120) = 6.93, p < .01, \eta^2 = .05$. When evaluating a Caucasian job applicant, respondents felt stronger that the manager should be Caucasian ($M = 3.32$) than when respondents were evaluating an African-American job applicant ($M = 2.92$). A significant main effect for applicant ethnicity resulted, $F(1,120) = 8.86, p < .01, \eta^2 = .06$. When evaluating an African-American job applicant, respondents felt that the manager should be African American ($M = 3.50$) than when the

respondents were evaluating a Caucasian job applicant ($M = 2.97$). A significant main effect for applicant ethnicity was yielded by the research, $F(1,120) = 4.86, p < .05, \eta^2 = .03$. When evaluating a Caucasian job applicant, respondents felt that the manager should be male ($M = 4.05$) than when the respondents were evaluating an African-American job applicant ($M = 3.69$). A significant main effect was shown for applicant ethnicity, $F(1,120) = 13.56, p < .001, \eta^2 = .10$. When evaluating a Caucasian job applicant, respondents felt the manager should be female ($M = 3.95$) than when the respondents were evaluating an African- American job applicant ($M = 3.26$).

DISCUSSION

The current research provided some interesting results. Respondents reported being more willing to hire African-American job applicants and to hire African-American job applicants for managerial positions as opposed to their Caucasian counterpart. Additionally, respondents reported that they felt that a Caucasian job applicant had a better fit with non-managerial positions.

Secondary analysis found that respondents' feelings of who were the better job applicants to hire may have been based on who they were evaluating. When evaluating an African- American job applicant, respondents reported a stronger belief that the manager should be African American as opposed to Caucasian. Similarly, when evaluating a Caucasian job applicant, respondents reported a stronger belief that the manager should be Caucasian as opposed to African American. Additionally, study researchers found that respondents evaluating a Caucasian job applicant felt the manager should be male (more so than female) and that respondents felt a female should be the manager more when evaluating Caucasian job applicants as opposed to African-American job applicants.

These results could be a reflection of generational differences from previous research or the study researchers may have been priming respondents. Respondents with a minority applicant (based on ethnicity) possibly would be primed to see less fit for the person as a manager based on the lack of fit people perceive between minorities and leadership roles. This assertion would support research that shows a disparity among different races/ethnicities and supervisory positions (e.g., Flores & Combs, 2013). The counterintuitive results in this study may have been derived from the feeling of justice or progressive beliefs being primed or evoked. Specifically, many within the younger generations are more cognizant of the history of minority applicants (in comparison to older generations) and these feelings may have been activated.

Research Question 2: How does one's qualifications bias hiring decisions?

Purpose of Study: Study 2

The purpose of this study is to determine if job applicants' qualifications bias job interviewers in the hiring process. As with Study 1, the respondents who participated in this project are post-secondary business students enrolled in various business classes, who may potentially be job

interviewers at some point in their careers. This study is important as it will provide insight as to how biases influence perceptions of a prospective job applicants' potential value as a future employee. If apparent biases are found in this study, then future research will need to see which biases are more prevalent in hiring decisions (i.e., Study 1, demographics or Study 2, qualifications).

STUDY 2

Methodology

Participants. Upper-level undergraduate business students (N=75) participated in the study in exchange for extra credit. Five participants were excluded for providing incomplete information on the dependent measures. This extrication resulted in a final sample size of 70 (36 men and 34 women with a mean age of 20.79 years); 38 participants (54.29%) were currently employed, and 17 (24.29%) had previous managerial experience.

Materials. The researchers created résumés with 8 conditions designed around a 2 (School type: State versus Ivy league) x 2 (GPA: 3.00 or 4.00) x 2 (Participation in Internship: Yes or No) analysis. The text, body, and style of each résumé were exactly the same. The résumés were amended so that respondents received a résumé consisting of 2 of the previously described conditions (see Appendix D for a sample résumé). The first names used on the résumés were Michael, Michelle, Deion, and Beyoncé.

Scales. The Job Applicant Scale and Desired Trait Scale from Study 1 were used for Study 2.

Reliability. Cronbach's alpha for the Job Applicant survey instrument was .733. Reliability for the Desired Traits survey is not available because each metric was measured by 2 items and 3 are needed to generate a Cronbach's Alpha.

Procedure. The procedure for Study 2 was the same as that for Study 1.

Coding. The lead author removed any identifiable marks each of the surveys received and assigned a number for identification to each survey packet completed for data entry purposes.

RESULTS

The researchers initially analyzed the data using a 2 (3.00 GPA vs. 4.00 GPA) x 2 (Internship vs. No Internship) x 2 (State School vs. Private Ivy League School) analysis of variance (ANOVA) but found no significant influence of applicants' sex, so this variable was removed from the analysis. As in study 1, respondents age, gender, and race were included as covariates but were found not to be significant. A significant main effect occurred for applicant GPA, $F(1,134) =$

12.42, $p < .001$, $\eta^2 = .085$. Respondents were more willing to hire applicants with a 4.00 GPA ($M = 3.97$) than applicants with a 3.00 GPA ($M = 3.36$). A moderately significant main effect occurred for applicant GPA, $F(1,137) = 3.50$, $p < .07$, $\eta^2 = .025$. Respondents were more willing to hire applicants for non-management positions who had a 4.00 GPA ($M = 3.35$) than applicants with a 3.00 GPA ($M = 3.11$). Finally, a significant interaction effect occurred for applicant GPA and Participation in an Internship, $F(1,45) = 4.87$, $p < .05$, $\eta^2 = .098$. Respondents were more willing to hire applicants with a 4.00 GPA and No Internship ($M = 3.88$) than applicants with a 3.00 GPA and Participation in an Internship ($M = 3.22$).

Additional Results

As with Study 1, a secondary focus of the current research was to ascertain the importance of particular traits that respondents had for job applicants. Results yielded a significant main effect for applicant GPA, $F(1,67) = 6.28$, $p < .02$, $\eta^2 = .086$. When evaluating an applicant's GPA, respondents felt that Previous Management Experience was more important for applicants with a 3.00 GPA ($M = 4.45$) than applicants with a 4.00 GPA ($M = 3.69$). A moderately significant main effect occurred for Participation in an Internship by an applicant, $F(1,67) = 3.27$, $p < .08$, $\eta^2 = .047$. When evaluating an applicant's Participation in an Internship, respondents felt that Previous Management Experience was more important for applicants with no internship experience ($M = 4.06$) than applicants with internship experience ($M = 3.65$).

The current study also found a moderately significant difference for State vs. Ivy League Schools when evaluating African-American job applicants, $F(1,67) = 3.30$, $p < .08$, $\eta^2 = .047$. Respondents noted that desirability for an African-American job applicant was higher when evaluating an Ivy League job applicant ($M = 1.38$) than an African-American job applicant from a state school.

Finally, the current study found a significant difference for State vs. Ivy League School when evaluating High GPA Desirability, $F(1,42) = 4.09$, $p < .05$, $\eta^2 = .089$. Respondents noted that desirability for a High GPA was higher for applicants from an Ivy League School ($M = 3.07$) than for applicants from a State School ($M = 2.40$).

DISCUSSION

The results of this study present, perhaps, an interesting lens on how employment (and the viability of job applicants) may be perceived by younger generations. Respondents reported valuing higher GPAs more than lower GPAs both in general and for non-managerial positions. Respondents also reported desiring a higher GPA with no internship experience compared to a lower GPA with internship experience. Additional analyses provided some insight on these results. Respondents reported that prior managerial experience was more important for a prospective job applicant who had a lower GPA. Furthermore, internship experience was more important for those without prior managerial experience.

The prestige of the school attended (State vs. Ivy League) was found to be statistically significant for ethnic minorities but not their Caucasian counterparts. Additionally, and quite perplexingly, respondents noted a desire for a higher GPA from prospective applicants who attended an Ivy League compared to a State school.

While not the focus of the current study, additional (potentially psychological) factors seemed to have influenced the results.

General Discussion

The current studies provided some confirmation of previous theory about a high-quality prospective job applicant but also provided some potential changes as well. Many of the predicted results were in the opposite direction and may suggest that how job interviewers view prospective job applicants may be changing with younger generations. Specifically, ethnic minorities were often favored over their Caucasian counterparts. This trend was especially prevalent when respondents were evaluating minority applicants. This result suggests that opinions about prospective job applicants may be able to be primed, i.e., unconsciously influenced, either positively or negatively. While the purpose of the current work was not to assess this fact, deeper examination is merited.

Also warranted in this discussion are some potential limitations of the current work. The current results could reflect a change in generational viewpoints of what a high-quality job applicant is. The results of the study could reflect the use of college students who do not have significant experience in making such HR decisions. This lack of experience was mitigated, to some extent, by using upper-division business students who will be pursuing careers that will require them to make such hiring decisions and often do make *hiring* decisions in current employment, extracurriculars, etc. Regardless, it is suggested that the study be replicated with employees that make hiring decisions and analyze any differences in results. Another weakness of the current work is that emotion and the impact of emotionally charged names was not assessed. It is possible that some of the findings are skewed by emotionally charged reactions that respondents had with the names and therefore should be controlled in subsequent research. Lastly, the respondents could have provided researchers with the answers the respondents thought were wanted.

Despite the limitations, several fruitful avenues exist for using the current results. For theory, deeper analysis and understanding of the results need to be assessed. Future research can focus on assessing if some of the counterintuitive results were a byproduct of different generational views or a potential priming effect. The former suggests perceptions on HR theory may be changing and needs further analysis of the extent of such a change. The latter suggests that evaluations of individuals may be susceptible to priming and thus could help minimize (or exacerbate) unfair evaluations.

For practice, the current study suggests data as minimal as a name can influence evaluations. This information suggests the need for organizations to use blinded-review processes that only reveal necessary knowledge, skills, and abilities of prospective job applicants. Similarly, organizations

should think about the impact of certain qualifications and how they might bias evaluations. For example, why is attending an Ivy League school, compared to a State school, significantly important for ethnic minorities but not their Caucasian counterparts? Future research should also assess the impact of time constraints and salience of a name on hiring decisions. Specifically, are findings strengthened the more limited time for review is due to less ability of the brain to conduct conscious thought?

For future research, an interesting analysis might be the interaction effects of demographics (e.g., Study 1) and qualifications (e.g., Study 2) of prospective job applicants. At what point do the qualifications outweigh perceptions of different demographics?

CONCLUSION

The current work supports some prior research but also suggests some potential changes in how prospective job applicants are viewed. While the *why* was not answered by the current work, the current results encourage the need for a deeper examination of how the mechanisms of *how* and *why* individuals are evaluated within the workplace context may be changing. The article researchers hope this work will encourage continued research endeavors by scholars, promote thoughtful questions by practitioners about best practices and how current practices are contributing to *skewed* evaluations of prospective job applicants, and encourage all to continuously update and revise their ways of thinking as it relates to hiring practices. Human resource management is a fluid concept in that it requires managers to stay up to date on the federal- and state-level legislative changes, policy changes within industry, cultural and environmental changes, interpretation changes of current statutes. As the study results show, one cannot continue to assume findings from previous generations will continue to hold true with each subsequent generation. People change, perceptions change, and human resource management and staffing continue to evolve with the changes.

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APPENDIX A

Beyonce Smith

Permanent Address:

123 Parkway Drive
Martin, TN 38237
555.555.5555
Skyhawk1@utm.edu

OBJECTIVE To obtain an entry-level management position in an industry leading organization that will utilize education and experience to foster growth for the organization

EDUCATION

The University of Tennessee at Martin; Martin, TN
Bachelor's of Science Degree in Business Administration
 Concentration in *Management*
 Graduation: **May 2019**

EXPERIENCE

The University of Tennessee at Martin Grant Accounting Office
Martin, TN
Work Study August 2016 – May 2019
 Scan records and documents
 Answer phone calls
 Take messages
 Provide service to walk-ins

SCHOLARSHIPS AND AWARDS

- Outstanding Undergraduate Management Student
- Local High School Annual Scholarship
- Tennessee Lottery Scholarship

SKILLS

- Effective oral communication
- Clear and concise written communication
- Proficient at Microsoft Office
- Time management

REFERENCES

Available upon Request

APPENDIX B

Questions for evaluating Job applicants

Instructions: All questions, unless otherwise noted, are measured on the following 5 point, Likert-type scale.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

Please indicate to what extent you agree with the following statements:

1. I would hire this candidate _____.
2. I would not hire this candidate _____.
3. This candidate is qualified for a position in management _____.
4. This candidate is not qualified for a position in management _____.
5. This candidate possesses the skills required for a position in management _____.
6. This candidate does not possess the skills needed for a position in management _____.
7. I would hire this candidate for a non-management position _____.
8. Based on this candidate's skillset, I feel a non-management position (as opposed to a management position) would be a better fit _____.
9. I would not hire this candidate for a non-management position _____.
10. Based on this candidate's skillset, I feel a management position (as opposed to a non-management position) would be a better fit _____.

APPENDIX C

Questions assessing importance of traits

Instructions: All questions, unless otherwise noted, are measured on the following 5 point, Likert-type scale.

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

Please indicate to what extent you agree with the following statements:

1. I feel it is important for a manager to have internship experience _____.
2. I do not feel it is important for a manager to have prior internship experience _____.
3. I feel it is important for a manager to have prior management experience _____.
4. I do not feel it is important for a manager to have prior management experience _____.
5. I feel it is important for a manager to be Caucasian _____.
6. I feel it is important for a manager to be African American _____.
7. I feel it is important for a manager to be male _____.
8. I feel it is important for a manager to be female _____.
9. I feel it is important for a manager to have a high GPA in College _____.
10. I feel it is important for a manager to come from a university with a high level of prestige (e.g. an Ivy League School like Harvard) _____.
11. I do not feel it is important for a manager to come from a university with a high level of prestige (e.g. small state school like UTM) _____.

APPENDIX D

Permanent Address:

123 Parkway Drive
Martin, TN 38237
555.555.5555
Skyhawk1@utm.edu

OBJECTIVE To obtain an entry-level management position in an industry leading organization that will utilize education and experience to foster growth for the organization

EDUCATION

The University of Tennessee at Martin; Martin, TN
Bachelor's of Science Degree in Business Administration

- Concentration in **Management**
- Graduation: **May 2019**
- GPA: **4.00**

EXPERIENCE

Internship Martin, TN
Summer 2019

The University of Tennessee at Martin Grant Accounting Office
Martin, TN

Work Study August 2016 – May 2019

- Scan records and documents
- Answer phone calls
- Take messages
- Provide service to walk-ins

SCHOLARSHIPS AND AWARDS

- Outstanding Undergraduate Management Student
- Local High School Annual Scholarship
- Tennessee Lottery Scholarship

SKILLS

- Effective oral communication
- Clear and concise written communication
- Proficient at Microsoft Office
- Time management

REFERENCES

Available upon Request

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