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**AN EXAMINATION OF THE INFLUENCE OF APPLICANT WEIGHT  
AND APPLICANT GENDER IN THE CONTEXT OF  
A SELECTION DECISION**

**By**

**Gail Ellen Sype**

**A DISSERTATION**

**Submitted to  
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**Dr. Stanley Stark  
Department of Management**

## **ABSTRACT**

### **AN EXAMINATION OF THE INFLUENCE OF APPLICANT WEIGHT AND APPLICANT GENDER IN THE CONTEXT OF A SELECTION DECISION**

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**Gail Ellen Sype**

Research on physical attractiveness and obesity indicates that unattractive individuals are generally are viewed negatively, with the obese additionally seen as responsible for their undesirable condition. Past research indicates that respondents rate the unattractive more harshly; these results are found, however, in situations (e.g., evaluations of photographs) which are very different from realistic interviews. This study used a video stimulus to test hypotheses from both bodies of literature.

It was hypothesized that obese applicants would be less preferred as coworkers, less likely to be hired, less likely to be offered managerial positions, offered lower salaries, and be viewed as having lower likelihood of success. It was additionally hypothesized that these results would be more pronounced for the female than the male.

Subject were 295 graduate student raters at a midwestern university. Raters reviewed a videotape described as a "video resume," which presented either a male or a female candidate, whose image was either unaltered (average-weight candidates) or whose image had been widened (via modification of the video camera) to create the perception of an "obesity." Candidate qualifications were held constant across all conditions.

Subjects rated the candidate on sixteen measures of coworker desirability; they a series of 32 semantic differential items; made hiring decisions, salary allocation choices, and provided qualitative descriptions of the candidates' strengths, weaknesses, and their rationales for hiring choices made.

Results indicated that raters did not view the obese candidates more negatively as coworkers. The average-weight male candidate was viewed as having significantly greater likelihood of success than the other candidates. Respondents did not evidence greater unwillingness to hire an obese individual; rather, they were most likely to refuse to hire the average-weight female candidate. Respondents were significantly less likely to assign the obese female candidate to a supervisory job. The overweight female candidate also received more negative comments regarding her appearance than did either of the other three. The overweight male was not evaluated any differently than the average-weight male. Results also indicated that raters were more likely to view females as overweight than males at both levels of weight (altered and unaltered).

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## **DEDICATION**

**This work is dedicated to:**

**--My mother, and to the memory of my father, who both taught me that smartness was more than just a matter of books and formulae; and**

**--To all the people in this world who have felt odd, different, lonely or alone, and have learned to appreciate themselves in spite of (or because of) it.**

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Any work such as this is a cumulative process; one would like to believe it is all one's own, but really each of us can only take credit for a little of the brick and mortar on the edifice of science. I am most grateful to those scholars and friends whose assistance and guidance was so valuable as I trowelled my way through this process.

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## CHAPTER ONE

### INTRODUCTION AND PROBLEM STATEMENT

Naomi Wolf, in her book The Beauty Myth (1991), states that "...thirty-three thousand American women told researchers they would rather lose ten to fifteen pounds than achieve any other goal" (p. 10). These women did not want to learn to communicate more effectively with or than their peers; they did not want to increase their personal or organizational productivity; they did not want to achieve a new skill which might benefit themselves or their families or their "significant others." They wanted to lose weight, to become less rather than different or better.

A 1990 Gallup poll (Gallup and Newport, 1990) indicated that the average American **woman** (height 5 feet, 4 inches, and weight 142 pounds) wanted to be 2 inches taller and **weigh** 13 pounds less; the average American male (height 5 feet, 10 inches, and weight **of 180** pounds) wanted to be 1 inch taller and weigh 9 pounds less. Fifty-one percent of **women** and 43 percent of adult men polled considered themselves overweight, while **Stunkard** (1984) indicated that medically 20% of the population could be classified as **obese**. Clearly more people (women, especially) consider themselves to be obese than **would be** so considered by medical standards.

**Why** is body weight such a concern? Why does the popular press (women's **magazines**, especially) devote untold pages to diets, exercise regimens, and other **measures** of calorie control or control of body configuration (Klassen et al., 1991)?

Because obesity is considered in our society, both literally and figuratively, a "fatal flaw." Researchers indict obesity as a corollary and causal factor for increased mortality, cardio-vascular-renal disease, diabetes mellitus, and digestive diseases (Cahnman, 1968). The avoidance of obesity has also been linked with negative medical outcomes, especially for women; the desire to be thin has been linked with increases in the population suffering from the eating disorders of anorexia nervosa and bulimia (Garner et al., 1980). Being fat is a potentially fatal condition, according to many medical authorities (Fitzgerald, 1981), with hypertension, arthritis, and fatty liver disease being among the complications listed.

Obesity has social as well as medical impacts. For example, in one study assessing **how** obesity affects one's potential for social interaction, Vener, Krupka, and Gerard (1982) presented the results of a survey of 600 Michigan State University undergraduates. Respondents to this survey indicated that they would be (on average) willing to consider **an embezzler**, an ex-mental patient, or a cocaine user as a spouse before considering an **obese** person as a marriage partner. Obesity was apparently viewed by this group as **a greater crime than being a criminal!**

**Fatness** is apparently a justifiable reason to engage in price discrimination against **selected** passengers, at least according to Southwest Airlines. In May of 1992 a group of **NAAFA** members (National Association to Advance Fat Acceptance) picketed **Southwest** Airlines at various terminals around the country because Southwest had on

several occasions required several obese passengers to purchase extra tickets in order to complete flights. It is not clear what the level of "fatness" is that triggers Southwest's determination that one is large enough to require two tickets.

Obesity is a stigmatizing condition across a variety of settings. Obese individuals may be required to pay more for travel, for clothing, and for health and life insurance (if they are permitted to purchase insurance at all). In addition, individuals who are obese are bombarded with messages about how undesirable the condition is. The popular *media*, especially magazines targeted at women, have dramatically increased the number *of* articles devoted to diet, weight reduction, and exercise (Klassen, Wauer and Cassel, 1991). These articles serve as ever-present reminders to the obese that how they are is *not* how they should be.

**The** obese may also be stigmatized in employment and training settings. Salve Regina College expelled student Sharon Russell from its nursing program in the mid-1980s **because** the faculty considered her a poor role model for patients and too obese to fulfill **her** practical responsibilities as a nurse. (Russell later won a civil settlement against the college for breach of contract due to the expulsion; *Sharon Russell v. Salve Regina College*, 649 F. Supp. 391, 406 [D.R.I. 1986] and *Russell v. Salve Regina College*, 890 F. 2d 484 [1st Cir. 1989]). Despite the concerns expressed by the nursing faculty at Salve Regina, Russell completed her nursing degree at another educational institution and was **successfully** employed upon her graduation.



The Sharon Russell case is one example of discrimination against the obese in terms of access to employment and preparation for employment (Everett, 1990; Rothblum et al., 1990, 1991). The sections which follow describe in greater detail the major findings regarding stereotypes of the physically unattractive and the obese and the discrimination which they encounter. These forms of discrimination provide the background for the present study, which examines the influence of candidate's physical unattractiveness--specifically, obesity--upon rater assessments in a simulated employment selection situation.

## CHAPTER TWO

### LITERATURE REVIEW: PHYSICAL ATTRACTIVENESS

#### 2.1 Physical Attractiveness Research

Over the past quarter of a century, research interest in the study of physical attractiveness as an influence on social relationships has been sporadic. Initially, it would seem only logical that this topic would be the focus of a wide body of research, given that an individual's physical attractiveness is often the first and most readily perceivable characteristic that others encounter. The results reviewed herein, however, reflect a body of research which could certainly be broader. Morrow, in a 1990 analysis, noted that (page 46):

"The systematic study of physical attractiveness (PA) has not progressed rapidly because scientists have regarded attractiveness as somehow inappropriate for study. Historically, many have viewed attractiveness as an undemocratic, non-egalitarian, or superficial subject unworthy of attention... Interest in PA began to rise in the late 1960s, however, with the recognition of several phenomena related to employment selection practices."

It is true that one's physical appearance is a likely first source of information about an individual. It should be possible, however, for one's first impression to be confirmed or revised based on the acquisition of subsequent information about the individual. However, as Hatfield and Sprecher (1986) note, "Other information may be more meaningful but far harder to ferret out." Information that is harder to obtain may be

forsaken in favor of more readily available cues such as appearance. If appearance does not provide a useful cue regarding performance efficiency or effectiveness, however, then using it (consciously or subconsciously) as a predictor of organizational performance may mean that applicants are treated in a discriminatory fashion and organizations are deprived of valuable performance outcomes from employees.

The sections which follow summarize the findings regarding the influence of applicant physical attractiveness on workplace decisions, with special focus on the limitations and implications of the findings.

## **2.2 Definition of Physical Attractiveness**

Surprising though it may seem, relatively little work has been done regarding the specification of what constitutes physical attractiveness. Much of the work reviewed herein relies on the presentation of what are often described as "yearbook-style" photographs (e.g., Cash et al., 1977). The reader must assume that these are head-and-shoulders photographs which are basically tests of facial attractiveness. In their review of research on facial attractiveness, Bull and Rumsey (1988) summarized some characteristics of facial attractiveness: unattractive faces are more convex and there is greater soft tissue thickness in the lower third of the face; large eyes, small nose and small chin are more attractive for females; and the mouth, eyes, hair and nose correlate with overall ratings of attractiveness (in that order). Bull and Rumsey also noted, however, that much research simply relies on levels of inter-rater agreement to classify

stimulus individuals as more or less attractive. Relatively little information is generally provided regarding the specific qualities that lead to the judgment of an individual's level of physical attractiveness.

### 2.3 General Stereotype of the Physically Attractive

Within the past twenty years, research conducted regarding physical attractiveness has attempted to test what has often been called the "what is beautiful is good" stereotype. Berscheid and Walster, in their 1974 review of the literature on physical attractiveness up to that time, identified this stereotype and described its pervasive impact, with the philosophy that "what is beautiful is good" apparently being held not only in interpersonal contexts (dating and social attraction in general) but also in contexts such as the classroom and the workplace. These authors found a general preference for attractive rather than unattractive individuals, with the influence of raters' physical attractiveness stereotypes becoming more potent the greater the stimulus person's level of physical attractiveness.

According to the stereotype identified by Berscheid and Walster, attractive individuals were (and are) seen as warmer, kinder, more responsive, sensitive, interesting, strong, modest, sociable, and outgoing. Even at that early date they identified emerging differences in stereotypes of physically attractive individuals depending upon the stimulus person's gender. Females, for example, were depicted as more "submissive." An additional finding was that individuals who were low in physical attractiveness were perceived as having more external rather than internal locus of control. That is, the

attractive were often seen as the "masters of their fate;" the unattractive were perceived to be coerced by events in their environment or by the people around them (p. 171).

Much of the research related to physical attractiveness has attempted to identify what influence, if any, physical attractiveness has on social interactions such as the forming of intimate relationships, the sequence of activities involved in interviewing and selection decisions, and its influence on interactions within the social-service and educational systems. The following review will focus primarily on research regarding the role of *physical* attractiveness as it influences decisions made in the employment selection *process*.

#### **2.4 Attitudes Toward the Physically Attractive**

**It** should be noted that the effect of physical attractiveness upon raters' evaluations **is not** a simple, unidirectional influence. Physical attractiveness influences raters' **judgments** of men and women differently in that attractiveness interacts with gender to **enhance** sex-role perceptions. Attractive women are perceived as more feminine and **attractive** men are perceived as more masculine (Gillen, 1981). The fact that **attractiveness** enhances sex-role perceptions may have differential consequences for **male versus** female applicants. The research summarized below reviews these factors.

**Physical** attractiveness may extend beyond sex-role perception to have other **differential** gender-related implications for women. For example, in an analysis of

physical attractiveness stereotyping, Bar-Tel and Saxe (1976) described the evidence which had accumulated at that time. They summarized the general physical attractiveness stereotype (physically attractive people are generally seen as having more desirable personality traits, are seen as more intelligent, etc.) and noted that this stereotype was less pronounced for men than for women. They hypothesized at that time that this might be due to differential standards for judgment of men versus women. According to their analysis, historically, men have been judged by more objective standards such as earnings. Women, on the other hand, have traditionally been considered primarily as wives and mothers, and these are tasks for which there are fewer objective criteria. Subjective criteria are thus free to operate, and Bar-Tel and Saxe hypothesized that appearance might have functioned as a "proxy" measure of other relevant characteristics such as personal warmth or parenting ability. These indicators apparently continue to be used despite the availability of other, more salient cues, such as measures of education, income attainment, intelligence, and job skill.

Following the earlier-cited review by Berscheid and Walster (1974), there emerged a stream of research related to the influence of attractiveness upon employment selection. In one study a test was conducted to assess the effect of (a) gender, (b) applicants' appearance (facial appearance only, since head-and-shoulders photographs were used as the appearance stimuli), and (c) the effect of differing levels of scholastic performance upon the ratings and rankings of these individuals by male interviewers and male graduate students (Dipboye, Fromkin and Wiback, 1975). Each participant reviewed 12 applications and was asked to rate each resume and provide a rank ordering of the

applicants. The applications varied in terms of the applicants' academic background (three levels), gender, and levels of physical attractiveness (two levels). Physical attractiveness did have a significant effect on the ratings and rankings of applicants. However, while it accounted for 6% of the variance in ratings and 9% of the variance in rankings, scholastic record accounted for 33% and 38% respectively. This study has been praised for its use of actual interviewers to generate results which may be more readily generalizable to the population.

Beehr and Gilmore (1982) tested the influence of applicant attractiveness upon selection of management trainees. The authors classified jobs as being either attractiveness-irrelevant or attractiveness-relevant. Examples of the latter are personnel counselor and personnel interviewer because these are jobs where there is face-to-face contact with other individuals). Applicants were classed as high or low in attractiveness. Attractive applicants were preferred for the jobs where attractiveness was deemed relevant. Overall attributions were not, however, more positive for attractive applicants. All photos reviewed were of males. Since the literature indicates that the physical attractiveness stereotype operates less dramatically for males than for females, these results do not seem surprising.

## **2.5 Attractiveness, Sex-Role Stereotyping, and Job Type**

In general, increasing levels of attractiveness are positively related to sex-role stereotyping. As women move out of female-dominated occupations and into jobs which

are male-dominated or gender-neutral in nature, the extent to which a woman is perceived as "feminine" may also affect perceptions of her ability to "fit" and perform effectively in a male-dominated or gender-neutral job.

In studies assessing the relationship between attractiveness and sex-role stereotyping and decisions regarding candidates' suitability for jobs considered masculine, feminine, or gender-neutral, the following results have been obtained:

Cash, Gillen and Burns (1977) used personnel consultants as subjects in a study evaluating applicants for employment. They found that physically attractive candidates were generally preferred over unattractive ones, with sex-role stereotyping playing a role: males were generally more positively evaluated as candidates for jobs which were seen as "masculine" or "neutral" in terms of their content. Subjects were also asked to assess the candidate's probability of success or failure within each job and to rate the causes of such outcomes (subjects could choose ability, effort, task difficulty, or luck). Unattractive employees were seen as less responsible than attractive employees for negative outcomes on neutral or within-sex-role occupations. The subjects apparently felt that attractive persons were more suited or "matched" to their jobs and therefore that any negative outcomes would reflect more directly upon the individual's abilities.

Hypothesizing that physical attractiveness would influence sex-role perceptions, but that these perceptions would influence raters differently depending upon the fit between the applicant and the job applied for, Heilman and Saruwatari (1979) assessed the influence of physical appearance and gender relative to the type of job for which the individual is applying. They found results somewhat different from the general



preference for the physically attractive, and more in line with the findings of Dipboye et al. (1977). On the one hand, Heilman and Saruwatari's (1979) found that subjects preferred male applicants who were physically attractive regardless of the type of job being applied for. Women who were physically attractive, on the other hand, were preferred only when they were applicants for "feminine" (in this case, nonmanagerial) jobs. When an attractive women applied for a "masculine" (managerial) job, her attractiveness apparently worked to her disadvantage. Heilman and Saruwatari (1979) hypothesized that attractiveness exaggerated the gender-related attributes of the candidates and thus may have influenced the evaluators' perceptions of the degree of "fit" between the applicant and the job.

In a further analysis of the relationship between physical attractiveness and sex-role perceptions, Gillen (1981) attempted to refine the stereotype by confirming that observers attribute to the physically attractive existence of two types of goodness: gender-relevant and gender-irrelevant. Gender-relevant goodness consists of positive characteristics which are considered to be in-sex-role, e.g., characteristics deemed appropriate for males or females but not for both. Gender-irrelevant goodness consists of positive characteristics which are desirable for both males and females (p. 277). Subjects analyzed photos of blacks and whites which had previously been rated as low, moderate, or high in physical attractiveness. For masculine but not feminine occupations, males were perceived as more qualified than females and attractive males were seen as more qualified than less attractive males. For feminine but not masculine occupations, females were seen as more

qualified than males and attractive females seen as more qualified than less attractive women. For gender-neutral occupations, attractive individuals of both genders were seen as more qualified than less attractive individuals.

It was hypothesized that if physical attractiveness affected ratings by influencing sex-role perceptions, making sex-role information explicit might reduce or eliminate this influence by providing directly the information for which attractiveness had been taken as an indirect indicator. Jackson (1983a) tested this theory by giving raters explicit sex role information (i.e., levels of masculinity, femininity, or androgyny) as part of an applicant's "self-description" along with work experience data. The presumption was that such explicit information about masculinity/femininity would reduce the influence of the physical attractiveness stereotype for employment in sex-role-linked (gender-specific) occupations. This result was generally obtained, with physical attractiveness having an impact primarily upon selection for sex-neutral occupations. However, an effect of attractiveness upon starting salary was found, with attractive individuals being offered a higher starting wage. Jackson hypothesized that this might have been due to raters' assumptions that attractive applicants have more options available to them and thus require larger inducements to affiliate with an organization.

Jackson (1983b) also tested the hypothesis that attractiveness might have differential consequences for women than for men. She asked personnel consultants to review the applications of supposed employees and provided them with photographs accompanied by

the stimulus person's masculinity/femininity self-impression questionnaire, resume and academic record. Subjects were asked to evaluate their stimulus individual in the context of four decisions: being sent to a special training program, being assigned a routine or challenging job, receipt of a promotion, or a leave for child care duties. For each decision a masculine, feminine and a gender-neutral occupation was specified.

Results (Jackson, 1983b) did not support the hypothesis: facial appearance was **unrelated** to either gender-linked or gender-neutral occupations. She suggested that this **might** have been due to the complexity of the ratings task, which may have confused **subjects**, since they were asked to evaluate a single individual against multiple placement **and** job options.

In a further study of the relationship between attractiveness and sex-role perceptions, **Riegelhaupt** (1984) found that subjects who reviewed ostensible personnel credentials **accompanied** by photographs provided ratings which demonstrated sex-role and **attractiveness** stereotypes. Subjects were asked to rate an applicant's suitability for a **masculine**, feminine, or neutral sex-stereotyped position. Each subject was also asked to **indicate** his or her attributions regarding the possible causes of success or failure for the **applicant**. Subjects within the sample generally viewed male applicants as more desirable **than** female applicants, with the limitation that females were seen as more appropriate **than** males for "feminine" jobs. Attractive applicants were viewed as more desirable as **employees** than unattractive applicants, being seen as more qualified, more likely to **succeed**, worthy of stronger hiring recommendations, and deserving of higher salaries.

Heilman and Stopeck (1985) studied the influence of attractiveness and gender upon workplace action, this time in the context of performance evaluation. Subjects were asked to conduct mock performance-based evaluations and to recommend personnel actions. The outcomes recommended by the subjects indicated they were more negatively disposed toward attractive women in managerial positions. Attractive females in nonmanagerial positions were evaluated more positively. It is interesting to note, however, that this study found no effect of attractiveness upon the evaluations of males regardless of the position held by the individual.

In a related analysis, Heilman and Stopeck (1985) asked subjects to make attributions regarding the causes of success of a corporate assistant vice president. Subjects reviewed data on a vice president who was either male or female, attractive or unattractive, and who had risen through the firm either at a "normal" or an unusually rapid pace. Males who were attractive received higher attributions of ability; females who were attractive received lower attributions of skill.

Later research by Heilman et al. (1989) confirmed earlier findings regarding perceptions of male and female managers, reporting that males are rated as more similar to "successful managers" than are females. Only when females were explicitly indicated as "successful managers" did the ratings ascribed to them rise to levels comparable to those achieved by males.

In a subsequent study of the influence of physical attractiveness upon promotion decisions, Morrow et al. (1990) found a small favorable bias toward attractive candidates. Applicant sex was found to have no influence within this sample but rater age was related to rater recommendations, with younger raters being more lenient. In discussing their finding that applicant gender was not an influential variable, Morrow et al. noted that results indicating a relationship between gender and attractiveness (such as the results found by Heilman and her colleagues; 1979, 1984, 1985, 1989) may not be expected to persist into the future. Rather, they contended that the effect may have been a "cohort artifact" which will disappear as decision makers within organizations try to make gender a factor irrelevant to selection decisions.

### **2.5.1 Gender and Physical Attractiveness**

Despite the optimism of Morrow et al. (1990, p.15) that gender bias will be eradicated from future decision-making, gender has certainly not been irrelevant as an element impacting the influence of physical attractiveness on the selection process in past research.

In one test of the impact of stimulus gender, it was hypothesized that rater characteristics might also influence reactions to individuals possessing differential levels of physical attractiveness. Dipboye, Arvey and Terpstra (1977) analyzed the influence of gender and of both raters' and ratees' physical attractiveness upon the evaluations of applicant resumes. Male and female student interviewers, rated as high, moderate or low in attractiveness, evaluated twelve bogus job applicants for whom grades, level of

physical attractiveness (three levels), and qualifications had been varied. Attractive males were more highly rated than attractive females, and highly-qualified males were preferred over highly-qualified females. The effects of attractiveness were more pronounced for candidates with low levels of qualification than for more highly-qualified candidates, but even within the highly-qualified candidate pool, attractive individuals were preferred over less attractive candidates. Attractiveness of the stimulus person was positively related to the subjects' willingness to hire and to the salary offered to the applicant. Highly qualified males were selected more frequently than highly qualified females. It was noted, however, that the greatest bias against female applicants was shown when the stimuli were highly attractive or unattractive; it was less pronounced when the female applicants were moderately attractive.

In another assessment of the influence of rater characteristics upon ratings, Snyder, **Berscheid**, and Matwychuk (1988), found partial support for the influence of applicant **physical attractiveness** within the context of a selection decision. In studies which varied **first** the job-appropriateness of an applicant's appearance and later both appearance and **personality** dimensions, it was found that subjects who were high on the personality trait **of self-monitoring** (i.e., individuals who attempted to modify themselves to fit within **each** new situation) stressed the job-appropriateness of an applicant's appearance to a **greater** extent than did subjects who were low on this dimension.

In a study of the influence of applicant gender upon stimulus ratings, **Then** (1986) **examined** student subjects' reactions to stimulus individuals who differed in terms of

qualifications (though all were highly qualified) and physical attractiveness (attractive, average, unattractive) and found that unattractive women received the lowest ratings of all stimuli. Males, both in general and at each level of attractiveness, were rated as having more potential for promotion than females. Contrary to earlier findings, however, attractive women were rated as having more promotion potential than women who were deemed average or unattractive. This stands in direct contrast to the results generally found by Heilman et al. and others, which suggested that attractive women were viewed as less desirable candidates for non-sex-stereotyped jobs. Confirming earlier results, *Then* (1986) also found that physically attractive individuals were also generally seen as more sex-role stereotyped, i.e., attractive males were seen as more masculine and attractive females were seen as more feminine.

Testing the influence of physical attractiveness in the interview context, *Gilmore, Beehr* and *Love* (1986) found that the applicant's physical attractiveness had the broadest ***influence*** on employment decisions of both student subjects and professional employment ***interviewers***. There was no main effect for gender; however, professional recruiters were ***found*** to be biased in favor of female applicants, while student evaluators were not.

In an assessment of the influence of applicant gender upon evaluations of male and ***female*** applicants by interviewers, *Riggio* and *Throckmorton* (1988) found that applicants' ***physical*** appearance had a significant influence on raters' evaluations of male applicants. ***Regression*** analyses indicated that applicants who gave positive verbal responses, avoided

verbal errors, and were well dressed were evaluated more positively by raters. Physical attractiveness of males contributed significantly to the variance explained, while for female applicants' evaluations were influenced by their perceived verbal fluency.

The results obtained above may generate some cause for concern among those individuals who desire the creation of true equal employment opportunity within our society. Equal access for men and women to employment opportunities would seem problematic if gender and sex-role stereotyping still continue (as the results above would indicate). In an attempt to reduce the influence of physical attractiveness upon employment selection, Cann, Siegfried and Pearce (1981) conducted an experiment designed to "dispel" the physical attractiveness stereotype. Subjects reviewing the files of job candidates were asked to postpone a decision until after specific qualifications had been considered. Overall hiring decisions were not affected by the order in which evaluators rated qualifications and hiring preferences. Physical attractiveness and gender **did** influence the hiring decision, with male and attractive applicants being preferred. In **this** case, even a concerted attempt to reduce the influence of the "what is beautiful is good" stereotype did not have the desired impact.

## **2.6** In-Field Tests of the Influence of Physical Attractiveness

Much of the research summarized above has been conducted with college students (graduate or undergraduate students) as raters. While this fact does not necessarily invalidate the findings, it does mean that the results obtained cannot be generalized to the



real employment setting with a great deal of confidence. Tests of the influence of physical attractiveness in more realistic settings are desirable to confirm whether such results hold for the general population.

Sparacino (1980) assessed the relationship between the attractiveness of a group of males (based on ratings of their university graduation photographs and on photographs taken 25 years later) and the men's occupational prestige scores and final levels of educational attainment. He found no indication that the more attractive men excelled over the less attractive ones; in fact, the correlations between attractiveness at graduation and the above measures were negative (although of little practical significance, since both correlations were at or under .12).

An assessment of the influence of attractiveness on job performance yielded results **contrary** to those reported by Sparacino (1980). Ross and Ferris (1981) studied several **hundred** male employees in two accounting organizations. In one firm they found that **independently** rated employee physical attractiveness had a significant relationship with **supervisors'** ratings of the employees' "personal effectiveness," but not with salary or **measures** of technical or performance effectiveness. In the second firm, attractiveness **was** nearly significant ( $p < .10$ ) as an influence on the estimated likelihood of being **offered** a partnership, but no other significant relationships were found. Ross and Ferris **noted** that they were surprised that photo attractiveness did not demonstrate more **influence** on evaluations, but also commented that very few tests of the effects of physical **attractiveness** have been conducted in field settings.

In a study of the responses of experienced male and female interviewers to a group of eight job applicants for a clerk-typist position (Greenwald, 1981), subjects were asked to indicate their willingness to consider hiring each individual. Information provided to subjects included a photo (facial stimulus only) on an application form, varying levels of employment experience, and an audio cassette which was intended to indicate the applicant's level of "social performance." (Ostensible applicants responded to questions such as "Tell me about yourself" and "Why do you want to work here?") Finding no effect for attractiveness, Greenwald hypothesized that this might have been due to the fact that earlier work might have used more extreme levels of physical attractiveness. It may also be that the individual's appearance was not considered relevant to the job (clerk-typist) or that appearance has less impact when other information is available.

It has also been hypothesized that an individual's level of physical attractiveness **might** be influential only at lower skill levels. At higher skill levels, presumably there **are** other performance cues beyond appearance which might be better predictors of **performance**. In a test of this theory, Boor, Wartman and Reuben (1983) examined the **effect** of applicant attractiveness on what could be deemed a relatively high-skilled job, **"medical residency,"** and found it to have no effect. The authors used actual faculty **ratings** of applicants within a "standard selection interview" and related this information **to ratings** of the applicants' photographs and observations of the applicants' behavior by **"receptionists."** While ratings of attractiveness did not significantly relate to the final **rankings**, ratings of neatness and grooming did for female candidates. Boor et al. (1983)

commented that this may indicate that "physical appearance may have less effect on interview evaluations and subsequent selection decisions than previous research suggests, and professional demeanor may have greater influence on these evaluations than is generally recognized."

In another analysis of the interaction between job skill level and appearance, Waters (1985) varied the nature of the job applied for in a study of the effects of facial appearance. Photographs of eight women were taken before and after "makeovers" (changes in hair coloring, style and cosmetics). Experienced interviewers then reviewed these photographs as accompaniments to resumes. Waters had hypothesized that the greater the level of skill required by the job, the less would be the effect of attractiveness. Resumes were reviewed relative to three levels of job skill, and contrary to expectations, appearance was found to influence the hiring process at all skill levels, although with the greatest influence on the lowest skill level.

The relationship between facial attractiveness and academic performance was assessed in a study of graduates of a military service academy. Levels of attractiveness (dimensions of attractiveness not defined) were assessed and compared to academic performance within the academy and to later outcomes. There was no relationship found between level of attractiveness and performance for the entire sample, nor between attractiveness and level of rank attained 12 years later. Level of attractiveness was found to be positively correlated with ability (as measured by academic performance) in a

sample of individuals who remained on active duty 12 years after graduation (Dickey-Bryant et al., 1986). The authors hypothesized that these results might be due to a phenomenon wherein organizations, however unwittingly, foster the development of stereotypes which contribute to the perceived level of "fit" between the individual and the firm. This perceived "fit" may then influence others' perceptions and thus others' reactions; individuals who "look the part of success" may be more likely to remain within the organization and -- perhaps -- may also be more likely to be perceived as successful.

In a test of objective rather than rater-generated measures of performance, Umberson and Hughes (1987) found support not only for the "what is beautiful is good" hypothesis, but apparently for the idea that "good things come to those who are beautiful." Ratees' **actual** self-reports rather than outsiders' perceptions of success were reviewed. In an **analysis** of data from 3,692 subjects (collected as part of a representative survey of the **U. S.** in 1978), the interviewers' assessments of respondents' attractiveness were found **to be** positively related to respondents' reports of their own achievement and well-being. **According** to these results, the attractive are not only seen as being "better," but in fact **report** higher levels of desirable outcomes.

Roszell, Kennedy, and Grabb (1989) studied the relationship between physical **attractiveness** and income attainment among a national sample of employed Canadians. **The** measure of attractiveness was the rating assigned by the interviewer who conducted **the** survey within a given household. The possibility thus exists that different

interviewers applied dramatically different criteria in arriving at the same rating of "strikingly handsome or beautiful." However, if different definitions of attractiveness were used for different subsegments of the population, this would presumably serve to weaken any detected relationship between attractiveness and income. Results indicated a weak but statistically significant positive relationship between income and attractiveness. Women and younger respondents tended to be rated as more attractive, and attractive respondents also tended to be associated with higher levels of education, higher occupational status, and employment in "predominantly female" jobs (p. 552). When the effects of other variables were controlled for, physical attractiveness was shown to have a positive impact on income attainment for men but not for women. The authors stated that, "it appears, then, that employment in a 'male' job could be a precondition for realizing any significant economic returns from physical attractiveness" (p. 554).

## **2.7 Practical Implications**

Physical appearance apparently does serve as a proxy or initial measure of a person's "goodness" or "worth." This is a concern for many investigators because the more popular assumption is that appearance either does not or should not matter, at least in regard to job-related activities where applicant or employee competence is presumed to dominate decision-making. If it could be demonstrated that good-looking people are generally more competent, more intelligent, better suited to lead or supervise, etc., then physical appearance would be a cost-effective selection criterion. However, no proof exists of any relationship between physical attractiveness and competence on the job.

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Despite the fact that it is not a predictor of competence, physical attractiveness obviously does make a difference in one's life. To be considered more physically attractive by one's peers means one may be seen as kinder, more responsive, more sensitive, more interesting, more outgoing and sociable, more intelligent, and the like (Berscheid and Walster, 1974; Bar-Tel and Saxe, 1976; Bull and Rumsey 1988). Those who deem an individual to be more physically attractive are apparently more likely to attribute sex-role potency (females seen as more feminine, males seen as more masculine) to that individual (Gillen, 1981). Individuals who are more attractive: (a) have improved access to employment (though for women this benefit may be more potent when sex-stereotypic positions are considered) (Cash et al., 1977; Dipboye et al., 1977; Heilman and colleagues, 1979, 1985, 1989; Beehr and Gilmore 1982); (b) are more likely to be considered promotable by others (Then, 1986; Morrow et al., 1990); (c) demonstrate higher levels of achievement and well-being (Umberson and Hughes, 1987); and (d) in some instances have demonstrated higher levels of income attainment (Roszell et al, 1989). The functioning of this beneficial mechanism appears to operate differently for men and women, with evidence from several sources (e.g., Heilman and her colleagues; Riegelhaupt, 1984) indicating that attractiveness benefits men more and that it assists a woman only in circumstances where the she is applying for a job which is seen as appropriate to her gender (i.e., a sex-role -stereotyped position). In one study mentioned above (Roszell et al., 1989), such results held even in the area of income attainment for males or within male-dominated jobs.

Competitors within the world of work may have justifiable cause for concern, given the importance of the outcomes detailed above. Given that positive outcomes devolve to those who are attractive, it is obviously desirable to be attractive. Given also, however, that there are limits on people's abilities to be attractive, how, for example, is one to know whether one is "attractive enough?" How is one to know what the specific dimensions of attractiveness are? Understanding what the dimensions of attractiveness are, and which of these are or are not within individual control, may be critical for success in an increasingly competitive workplace. To analyze these factors will require significant research, such as studies detailing the specific dimensions of attractiveness. To conduct such research in the future also requires an understanding of implications of findings up to the present time and an assessment of the gaps or limitations of the research reviewed herein.

## **2.8 Theoretical Implications**

Raza and Carpenter (1987), in their analysis of hiring preferences in employment interviews, posited a process whereby influences on rater perceptions are the causal factors underlying the bias shown toward the physically attractive. According to this model (see Figure 1), in realistic interview settings interviewers have the opportunity to consider performance-based and experience-related information as well as personal **characteristics** such as the applicant's physical appearance, age, gender and race. These **characteristics** of the interviewee will be evaluated by the interviewer against the job type



RAZA AND CARPENTER  
(1987)  
MODEL OF HIRABILITY  
(As Described in Morrow, 1990)

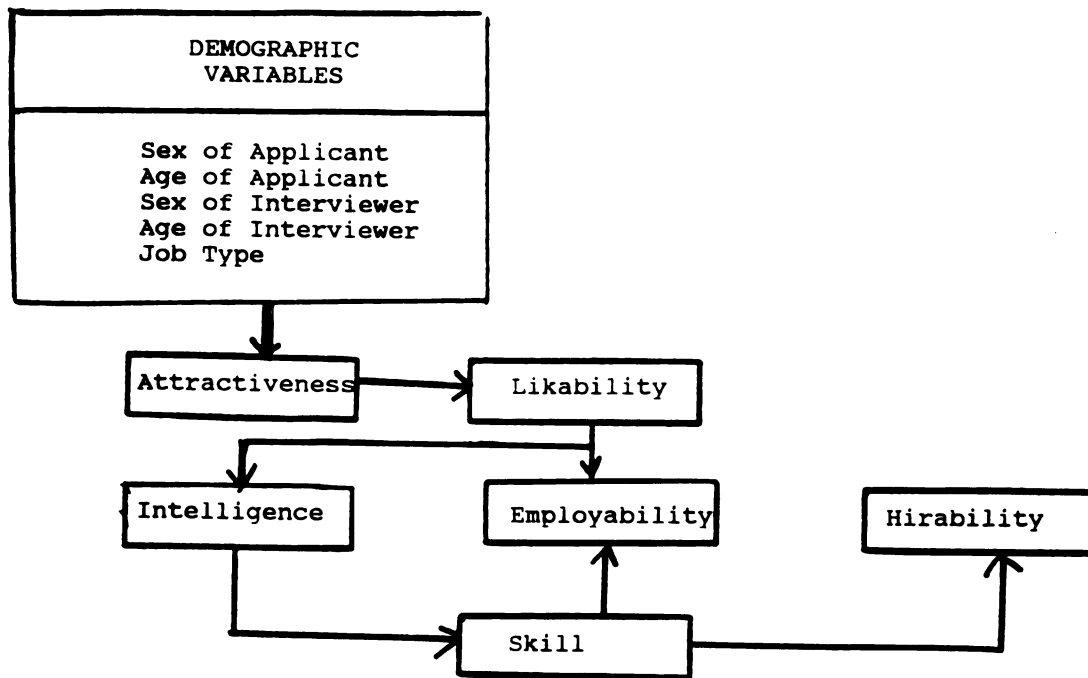


FIGURE 1  
RAZA AND CARPENTER (1987) MODEL

and the interviewer's own preferences to produce an overall measure of applicant attractiveness. This variable of "applicant attractiveness" is presumed to influence the interviewer's liking for the applicant (referred to in the model as applicant "likability"), which in turn influences the extent to which the interviewer perceives the applicant as intelligent and employable. The applicant's overall levels of employability and skill combine to influence the "hirability" of the applicant. If this model is accurate, then physically attractive people are offered more employment-related opportunities not because they are good-looking per se, but rather because their looks contribute to the perception that they are likeable and therefore more appealing as employees and coworkers.

Morrow (1990) developed a model (see Figure 2) of the selection process which draws from models derived by both Raza and Carpenter (1987) and Umberson and Hughes (1987) (See Figure 2 for a depiction of the model). While her theory does not clarify the level of physical attractiveness which might be necessary for employment applicants to achieve success, it does provide an initial statement of the role that attractiveness may play in the employment selection process.

Morrow (1990) contended that physical attractiveness and age can be considered status characteristics which are comparable to gender and race in terms of the pervasiveness of their influence. Status characteristics are those characteristics that have "differentially elevated states that are associated directly or indirectly with expectation states" (Umberson and Hughes, 1987). Status characteristics are used to assign status to individuals across a wide variety of situations.

MORROW (1990)

STATUS CHARACTERISTICS THEORY  
AND EMPLOYMENT SELECTION

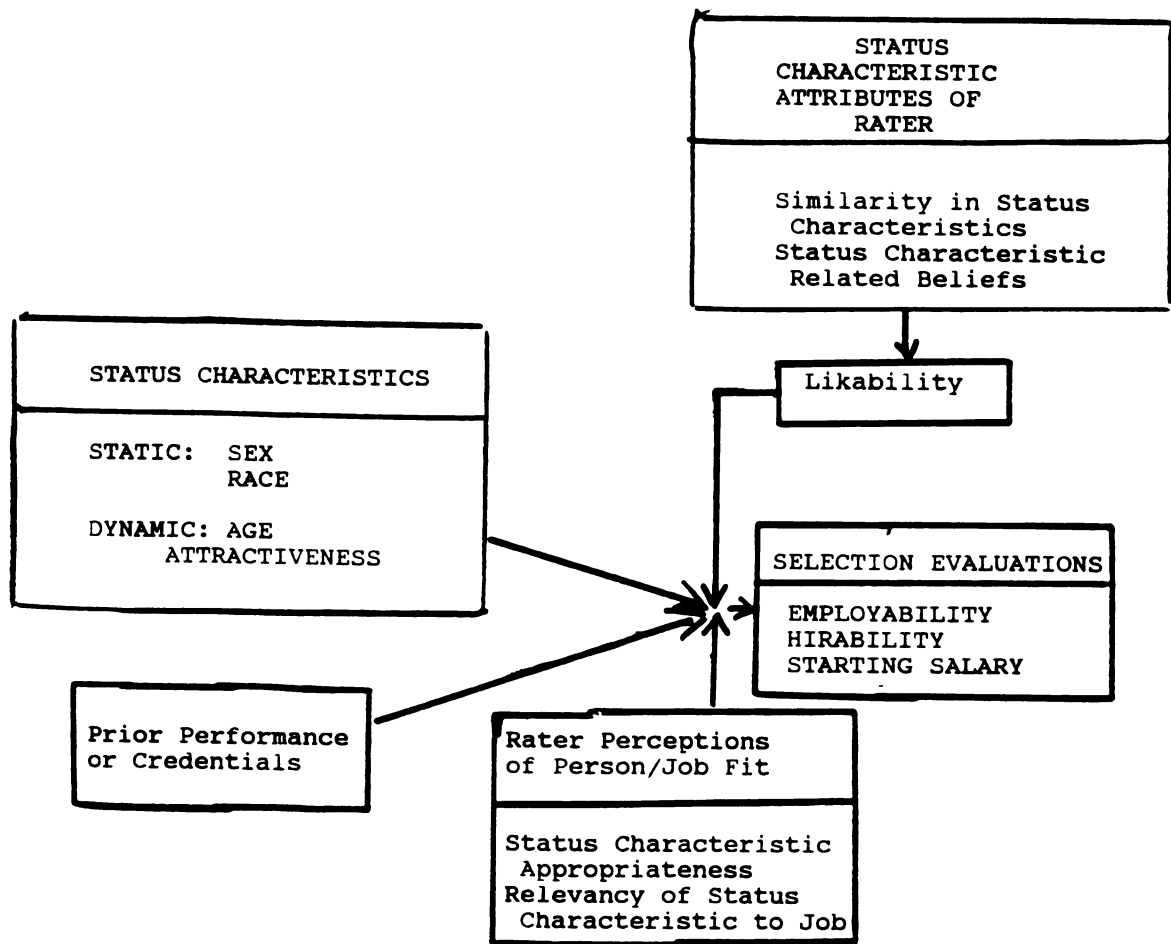


FIGURE 2  
MORROW (1990) MODEL

Morrow hypothesized that those high in status characteristics (e.g., someone who is male, white, and/or attractive) will encounter those who hold higher expectations of competence from him and who treat him in ways that reflect these expectations. He or she will then structure self-perception and behaviors to conform to these others' expectations. On the other hand, individuals who possess low status characteristics (e.g., female, nonwhite, and/or unattractive) will encounter lesser expectations and inferior treatment which they use as a basis for their self-perceptions. It is assumed that status characteristics are in some cases (gender, race) static and in other cases (attractiveness, age) dynamic. The model describes the impact of status characteristics as occurring in combination with the rater's assessment of the individual's past performance (experience and credentials) and the individual's likability and "fit" to the job.

## **2.9 Limitations of Theory and Research**

The development of theories such as Morrow's has been a useful first step in assessing the process whereby physical attractiveness influences assignment of work-related outcomes. However, there are several important gaps affecting understanding of how physical attractiveness affects individuals.

### 2.9.1 Lack of Stimulus Realism

First, photographs (of the "applicants" or "trainees" or "candidates") and resumes or personal histories were the primary stimuli reviewed by subjects in virtually all of the research to date (e.g., Heilman et al, 1979, 1984, 1985; Gillen, 1981; Cann et al. 1981;). Raters generally review "paper people" and evaluate an individual without any opportunity to hear or see that person. While the results found are not entirely invalidated due to the format of the research, it would be desirable to provide greater realism in the examination of raters' reactions to differing levels of stimulus physical attractiveness. Even upon a limited acquaintanceship, one has the opportunity to respond to a greater variety of personal cues than can be provided by a single photograph.

### 2.9.2 Lack of Clear Definition of Attractiveness

Bull and Rumsey (1988) summarized extensive research which addressed the dimensions of facial attractiveness and the implications of such attractiveness across different life-spheres such as education, dating, social relations, employment, advertising, and persuasion. They noted that one flaw in this body of research is the lack of studies as to what constitutes facial attractiveness. So while greater knowledge is accumulated regarding the extent of influence of facial attractiveness, relatively little is known about what specifically is considered facially attractive. This is important because much of the research cited has focused (intentionally or not) on facial attractiveness. Within much of this research the level of candidate attractiveness was generally measured by asking raters

to rate stimulus photos and then assessing the level of agreement across a group of independent raters. Such photographs are often face-only or head-and-shoulders "yearbook-type" shots which allow only a limited inference about overall applicant appearance. Moreover, in nearly all of these studies, attractiveness is never defined, nor are copies of the stimulus photos ever appended to the published results. It is thus difficult to identify which combination of physical attributes is deemed "attractive" or "unattractive" by raters. The specific dimensions of physical attractiveness, facial and otherwise, at least for the stimulus persons included in these studies, remain open to debate.

According to research conducted by Franzoi and Herzog, the aspects used to judge attractiveness, at least within a sample of college students, differ across the genders. Franzoi and Herzog (1987) asked college students to report on body aspects used to judge male and female attractiveness. Both men and women used upper body strength as the primary measure of male attractiveness and body weight as the primary measure of female attractiveness. While this study is useful as a starting point in the identification of specific aspects of attractiveness, its results may not generalize beyond the college student population (average age of the subjects was 20) from which it is drawn. Certainly it would be desirable to assess perceptions of individuals across a wider range of ages and backgrounds.

### **2.9.3 Interaction Between Gender and Physical Attractiveness**

The possible interaction between gender and physical attractiveness is not clearly understood. Findings from several studies indicate that attractiveness may be more beneficial for men in general more than it is for women in the search for employment (Heilman et al., 1979, 1985). As Morrow and her colleagues (1990) point out, however, as attitudes toward women change, and presumably gender becomes a factor irrelevant to selection decisions, the influence of physical attractiveness in candidate selection may become uniform (which may simply mean that the bias will still exist but will operate similarly for men and women). Additional research is needed to determine whether there are ongoing differences in the application of standards for physical appearance for men versus women.

### **2.9.4 Job-Related Impact of Physical Attractiveness**

Bull and Rumsey's (1988) review of the literature on facial attractiveness was an admirable effort; however, it obviously does not encompass all aspects of physical attractiveness and their impact. Social interactions and interpersonal decisions are affected by a wide variety of personal appearance factors in addition to facial appearance.

Height, weight, dress, hair color and handicap status (e.g., hearing-impaired, visually impaired, wheelchair user) are just a few of the possible aspects of physical appearance **which** can be used to make judgments about others. The attempt to identify the **dimensions** of physical attractiveness is especially important because certain aspects of

one's physical self are more mutable than others. An unattractive hairstyle may be quickly and (relatively) inexpensively altered by a visit to a good stylist; an unattractive nose requires a greater investment of time and money, and the endurance of greater physical risk, to be corrected surgically. A missing limb, the inability to see or to hear, or the ability to walk may be virtually unalterable. The extent to which one can (or should) alter one's hair color, eye color, or one's body shape or size is open to debate. The consequences of such alteration, in terms of time, cost, or risk to physical or emotional well-being, are also open to debate. Given the influence of such factors on employment selection, however, inquiring minds may well want to know about the risks and hazards to one's career associated with different aspects of unattractiveness. The aspect of unattractiveness which will be addressed in detail in the next chapter is obesity.



## CHAPTER THREE

### OBESITY: RESEARCH FINDINGS

#### **3.1 Definition of Obesity**

Vener, Krupka, and Gerard, in a 1982 analysis, defined obesity as a condition of having a body weight 20% or more over the standard height-weight tables. At that time, they indicated that 24% of U.S. women and 14 % of U.S. men between the ages of 20 and 74 were classified as "obese" (page 1102). Forty-nine percent of black women and 26% of white women (aged 45-64) whose incomes were below the poverty level were obese, while 40% of black women and 28% of white women in the same age range whose incomes were above poverty level fell into the category. A review of the literature at around the same time contended that the percentages of the U.S. population technically defined as "obese" was about 25%-45% of individuals over the age of 30 (Fitzgerald, 1981).

#### **3.2 Attitudes Toward the Obese**

In general, to be obese is to be stigmatized. In a variety of situations, the obese have been shown to be negatively regarded. The material which follows examines both general attitudes toward the obese and toward the obese specifically in the area of employment decision-making.

In an examination of health care workers' attitudes toward obese patients, Maddox and Liederman (1969) found a negative bias against obesity. Not only did physicians

surveyed view obese patients more negatively than the nonobese, they were also more likely to see the obese as undesirable patients. Bagley et al. (1989) found similar results in a survey of nurses, who viewed both obese patients and the task of caring for them more negatively than they did normal weight patients.

In an assessment of adolescents' attitudes toward the obese, DeJong (1980) asked girls (aged 14-18) to evaluate peers who were obese vs. those who were not obese. The subjects were given materials to review which included a picture of either an average-weight or an obese female peer, and information attributing the obesity either to a medical condition or indicating that the individual planned to lose weight in the near future. Obese targets were rated less favorably than "normal"-weight targets, unless an "excuse" for the obesity (i.e., the medical condition) could be identified.

In another study of adolescents' reactions to obesity, Worsley (1981) studied teens' perceptions of fat and slim people by asking 16-year-old subjects to rate six stimulus drawings. Results indicated that the fat outlines were negatively evaluated and the thin ones were positively evaluated. Evidently very little stimulus realism was needed to evoke a negative reaction on the part of respondents.

Vener et al. (1982) conducted a study of 600 undergraduates' responses to various stigmatizing conditions. Subjects were asked to indicate how likely they would be to prefer members of various stigmatized groups as marriage partners. Results indicated,

on average, that respondents would be more willing to consider an embezzler, an ex-mental patient, or a cocaine user than an obese individual as a spouse.

Brink (1988) conducted an analysis of stereotypes of the obese. He asked undergraduate students to evaluate fictitious employees either regarding the individual's suitability for a given job (experiment one) or for promotion to a higher level job (experiment two). The article does not state that raters were provided with a photograph, so one must assume that subjects evaluated written data only. Normal-weight subjects (holding all other qualifications for the candidate constant) were rated more highly than obese individuals. However, obese individuals were not rated lower, on average, regarding personality traits such as "hard working," "intelligent," "conscientious," and so on. Brink interpreted the findings as indicating that there was discrimination against the obese, but that such discrimination "probably reflects the discriminator's cultural and aesthetic value system more than stereotypes about the personalities of obese persons, and the general advantage enjoyed by the physically attractive."

Negative attitudes toward the obese were found in a study by Harris and Smith (1983). Four hundred and forty seven adults and students (of various ethnic backgrounds) were asked to rate twelve line drawings of individuals who varied in age, sex and weight. The normal weight stimuli, in comparison with either fat or thin ones, were seen as happier, having more friends, being smarter, being better looking, less lonely, and mean (this last item is one of the few negative attributions made about a

normal-weight individual). Thin stimulus figures were seen as having more friends, better looking, smarter and meaner than the overweight ones. The negative stereotype of the obese thus holds across age ranges and populations representative of different ethnic backgrounds.

The negative stereotype of the obese may in fact hold across Westernized cultures. In a cross-cultural comparison of attitudes regarding the obese, Tiggemann and Rothblum (1988) surveyed U.S. and Australian undergraduates' attitudes toward weight, dieting, and body consciousness and found that, in a sample of students within which about 20% were in fact overweight, approximately 50% of students perceived themselves as overweight to some degree. Weight was a much greater concern for women than for men, and both males and females from both cultures stereotyped obese individuals more negatively than they did nonobese targets.

### **3.3 Employment-Related Attitudes Toward the Obese**

Studies of general social attitudes do not necessarily translate into action or behavior on the part of employers. Such issues must be addressed directly. Unfortunately, relatively limited research has been conducted on perceptions of the obese within the context of human resource management activities. The work that has been done generally indicates extension of the negative stereotype of the obese into employment-related decision-making.

In an analysis of student subjects' responses to an organizational decision, Homant and Kennedy (1982) asked student subjects for solutions to an employment problem involving either an ex-criminal-offender, an ex-mental patient, an obese individual, or a neutral, nonstigmatized individual. Their primary goal was to identify reactions to the ex-offender. Subjects were asked to react to a written appeal from the "employee" and were provided a written description (no photographs) of the individual. Results indicated that, in general, ex-offenders fared no worse than anyone else. Students who were criminal justice majors were most negatively disposed toward the ex-offender; business majors (individuals likely to be making hiring decisions at some point in their future careers) and science majors were most negatively disposed toward the obese.

In a study of employment-related attitudes among students, Rothblum, Miller, and Garbutt (1988) asked student subjects to react to written descriptions of job applicants. They found that subjects reacted more negatively to the obese than the nonobese when basing decisions upon merely a written description. When pictures were provided, there was little negative stereotyping of obese applicants found. However, the study indicates neither whether subjects were informed of the type of job for which they were evaluating applicants, nor the type of position described within the written stimulus. Thus it cannot be determined whether subjects could have decided that the ratees' appearance was relevant to the position being filled. If relevance was not perceived, the applicants' appearance may not have "mattered" to the individuals doing the rating. The stimulus photos are not available within the article, so it is not possible to identify the impact upon attractiveness of the level of obesity.

Other studies of the attitudes toward the obese in employment decision-making have identified negative attitudes toward the obese. In a Business Week article summarizing data from a study of 850 male MBAs from the University of Pittsburgh, Baum (1987) reported that individuals who were 20% overweight earned roughly \$4,000 per year less than their average-weight peers. The study also surveyed 350 women MBAs but found so few of them to be overweight that the conclusion was reached that "heavy women tend not to be in management." Given the conservative estimate that 20% of the adult female population in the U.S. can be classified as obese, it is surprising that there would be such a small percentage of overweight women in this sample. The causes for this finding are uncertain--overweight women may self-select out of competition for managerial jobs, and/or discrimination against overweight women may be occurring. These two phenomena may be interacting to produce a situation in which overweight women avoid managerial positions because of the discrimination they assume will occur, or overweight women are hired as managers and immediately use income gained from the position to engage in a weight-loss regimen.

In view of the widespread negative stereotyping of the obese, including work-related stereotyping, it seems unlikely that overweight women are gaining entry into management and immediately "slimming down." In the article cited above, Baum (1987) also noted that obesity and overweight are career detriments because to be obese is to be seen as "slothful," and as being "out of control of one's health."

In a study of perceptions of the obese in employment settings, Klassen (1987) assessed respondents' stereotypes about obese (and other) individuals. He found a strong and basically negative stereotype generally held regarding the obese: that they are unkempt, lazy, lacking self-discipline, and insecure (p. 64). Respondents indicated limited willingness to work with obese males but very little (if any) willingness to have an obese female as a coworker. In further, related work, Klassen found that respondents were also willing to take actions consistent with the stereotype. In 1989, Belizzi, Klassen and Belonax found that respondents were more likely to (a) not assign an obese sales trainee a sales placement or (b) recommend an undesirable rather than desirable sales territory. Also, in 1989, Clayson and Klassen discussed the negative stereotypes held regarding the obese and hypothesized that the implications of this stereotyping process might be especially severe since obesity is commonly perceived to be a flaw which is within the individual's control. In 1990 Jasper and Klassen reported that subjects in an experiment expressed less desire to work with an obese salesperson, and greater belief that an obese individual would make a less effective salesperson.

Ideas similar to those described above were acknowledged by Everett (1990) in his discussion of the career prospects for obese individuals desiring careers in sales. He contended there was an extremely low probability that a firm would use an obese individual as a sales representative, despite the diminishing pool of sales talent available within the workforce.

In a later analysis of individuals' employment experiences, Rothblum, Brand, Miller and Oetjen (1990) conducted a survey of members of the organization NAAFA (National Association to Advance Fat Acceptance). NAAFA is a social-and-advocacy-oriented group which lobbies for "size acceptance." Most of its members are obese. In a 1990 analysis, Rothblum et al. found that very obese individuals, consistent with the prevailing social prejudices, did report more types of employment discrimination, more frequent attempts to conceal weight, and lower levels of self-confidence than nonobese subjects. These results were especially pronounced for female respondents.

### **3.4 Correlates of Stigmatization of the Obese**

Negative attitudes such as those described above have obvious consequences if they are translated into action against the obese. Obese individuals display significant differences from their average-weight peers. Findings regarding these differences include the following:

The obese are more likely to experience lower socio-economic status. Goldblatt, Moore and Stunkard (1965) found a significant correlation between obesity and socioeconomic status, especially for women. The incidence of obesity among women from the lowest level of socioeconomic status included in the study was six times greater than that among the highest level (30% obese vs. only 5% obese). Parental socioeconomic status was a powerful predictor of the propensity to be obese for women, as was recency of immigration (the longer one's ancestors had been in the United States,



the less likely one was to be obese). Similar results were obtained for males, but the effects were much weaker. Similar findings persist down to the present day. Sobal and Stunkard (1989) indicated that the inverse relationship between socioeconomic status and incidence of obesity still persists within Westernized societies. (They noted that the relationship is positive rather than negative in developing countries.)

Canning and Mayer, in a 1966 study of the influence of obesity on students' acceptance into college (institutions where a personal interview was required for admission) found that, for women, there were twice as many obese students in high school as in college. Two-thirds more nonobese females from the population studied went on to college than did obese females. Slightly more nonobese males than obese males went on to college, but the difference was statistically insignificant. Canning and Mayer, however, did not explore the possibility that previously obese individuals might have been motivated to lose weight upon entry into college. Canning and Mayer also noted the inverse relationship between socioeconomic status and obesity and hypothesized that it might have been due, at least in part, to the denial to the obese of opportunities for self-advancement via avenues such as continuing education.

Cahnman (1968) noted that the obese are considered unattractive and deserving of social ostracism. He also addressed the inverse relationship between socioeconomic status and obesity and cited data that indicated that the obese attended college less frequently, and were less likely than the nonobese to take jobs which required post-high-school training.

In a later study related to education, Crandall (1991) found that heavy-weight students were more likely to be paying for their own college education (out of savings, earnings or financial aid) than were normal-weight students, who received higher levels of family support. These results were found at two different universities and were more reliable for women than for men, and held true even when family income (i.e., socioeconomic status) was factored out of the equation. Crandall suggested that either these obese students' families had limits on their ability to pay that were not captured in the analysis, or that they were aware of the general negative social stereotype of the obese and therefore felt the students less deserving of support.

In a field test of landlords' attitudes toward the obese, Karris (1977) found that landlords were more likely to indicate unwillingness to rent to an obese than to a normal-weight individual. These findings, although based on a relatively small sample (11 landlords contacted by both a normal-weight and an obese confederate of the experimenter), are noteworthy in that they are findings using live stimuli and face-to-face contacts (rather than simply evaluations of photographs).

### 3.5 Causes and Consequences of the Stigmatization of Obesity

Obesity is a matter for social concern because of its presumed health consequences. Excess body fat has been linked in some studies to degenerative joint disease, respiratory compromise, hypertension, diabetes mellitus, fatty liver, and gynecological irregularities in females (Fitzgerald, 1981).

The true stigma associated with obesity is not related to medical consequences or outcomes, however. Instead, it is due largely to the fact that obesity in American society is attributed to a moral or characterological failure. That is, obesity is seen as a "failure of the will" or of one's character, since obesity is generally presumed to be caused by overeating, which is within an individual's control (Fitzgerald, 1981). Fitzgerald contended that to be obese in U.S. society is to demonstrate a "moral failure". She further commented that the negative stigma applied to obesity is one of the "few remaining sanctioned social prejudices against any group based solely on appearance" (p. 223). DeJong and Kleck (1986) contended that Western, industrialized cultures (such as the United States) are least accepting of overweight peers, and from childhood on assign negative adjectives to obese stimuli. They also commented that obesity is generally viewed as being a personal choice, and therefore indicative of "characterological stigma", a failure of character or will.

If the charge that the obese cannot exercise self-control is true, or if it is accurate that they are somehow morally flawed, then presumably employers would do well to avoid them. Research generally indicates, however, that the obese are not unable to control their eating behavior and do not overeat relative to their normal-weight peers (Wooley et al, 1979); rather, it suggests that the obese have different metabolic rates than "average-weight" individuals and may be more "efficient" users of caloric intake. In fact, recent reviews of the effectiveness of dieting as a treatment for obesity conclude that there is "virtually no evidence that clinically significant weight loss can be maintained over the long term by the vast majority of people" (Garner and Wooley, 1991).

This topic is complicated by the fact that excess weight generally has more negative consequences for women than for men. That is, women report more employment victimization (Rothblum et al., 1990); women report more concern about weight as a dimension of attractiveness (Tiggeman and Rothblum, 1988); and overweight women were virtually invisible in a sample of including 350 female MBAs (Baum, 1987).

If anecdotal information is added to the empirical results above, the impact is striking. Women report experiencing a "normative discontent" with their weight (Rodin et al., 1984) in that "being a woman means feeling too fat" (p. 267). Sixty-two percent of women--including those who freely admit they are not overweight--say they would like to lose weight (Gallup and Newport, 1990).

Beller (1977) documented trends in obesity and attitudes toward obesity throughout history. Her work is largely medical and psychological in focus, looking at the evolutionary and health-related consequences of different body types. She cited data which indicated that women, from birth onward, tend to have more body fat than men, which may be due at least in part to women's child-bearing function. Women are thus more likely to experience "weight problems" than men, due at least in part to biological or evolutionary forces.

Seid (1989), in her analysis of women's attitudes toward and difficulties with weight, noted that in U.S. society, "we believe people have absolute control over their body size...Fatness strikes us as an avoidable 'crime'..." (p. 22).

Seid's contention was that fat people see and feel the prejudice which society holds against obesity. The obese are passed over in competitive situations including schools, jobs, and sports teams; additionally, there is little legal protection for them (see also the following chapter). Fat people are often reluctant to defend themselves since they themselves also believe that fatness is indefensible (p. 23). Their very body configuration accuses them with every window and mirror passed. They are exhorted to diet, exercise, even to consider surgical techniques such as liposuction or stomach stapling in attempts to generate a more ideal physique.

Seid also noted research showing that of individuals who lose weight by dieting, 95% to 98% of them regain the amount lost, and more, within a time period of two to seven years. Lissner et al. reported in a recent study published in the New England Journal of Medicine (1991) indicated that risk of heart disease increased from 25% to 100% in "yo-yo" dieters (those who go up and down, again and again, in terms of weight regained and lost). These results would indicate that dieting may not have the beneficial long-term impact that has generally been attributed to it. In fact, dieting may prove to be costly in terms of both one's health and one's pocketbook (i.e., the "membership fees" assessed by various weight-loss programs).

The difficulties of dieting are compounded by the fact that the "target" toward which the obese are supposed to aim themselves has shifted over time. In the mid-1960s, the average model weighed 8% less than the average American woman; in the late 1980s, she weighed 23% less. Garner and Garfinkel (1980) found that over the twenty-year

period 1959-1979, there had been a significant trend toward increasingly thinner preferred body shapes (as evidenced by the measurements of Playboy centerfolds and winning Miss America contestants). The problem is not just that women are apparently "designed" to put on extra weight as they enter their childbearing years. Since that fact is presumably true of all women, absent some other factors, it should be reflected in social preferences regarding body shape and size. There are "other factors," however, in that the standards that women hold for themselves are often drawn from entertainment and the media; and in these arenas, the standard for women's body shape has been growing increasingly thin over the past twenty years (Garner et al., 1980). Women may thus be evaluating themselves against an increasingly unrealistic standard, which may have negative consequences for their self-esteem and self-efficacy.

### 3.6 Prejudice Against the Obese: General Conclusions

Overall, most research supports the premise that obesity is an aspect of physical appearance which is deemed negative by society. Studies described above indicate that individuals who are overweight can expect less social reinforcement, less responsiveness from peers and evaluators, lower rates of participation in education and training (Canning and Mayer, 1966), less support from family (Crandall, 1991), and lower levels of income attainment (Baum, 1987). These findings appear to be particularly strong for females. In employment settings, the obese are less preferred as coworkers (Klassen, 1987), may be negatively judged by employers and managers (Baum, 1987; Klassen and

Belonax, 1989; Clayson and Klassen, 1989), and may be seen as less worthy of promotion to higher levels (Baum, 1987).

The fact that employers tend to respond more negatively to obese than non-obese employees confirms prejudice. Clayson and Klassen (1989) indicate that an obese individual may be judged especially harshly because it is generally believed that weight is within an individual's control. Failure to act to control one's weight is viewed as lack of self-control and employers feel free to act in ways which penalize employees for that lack of self-control.

But, as was indicated above (e.g., Beller, 1977), there exists the possibility that an individual's weight may be determined by genetics and heredity, rather than simply by one's calorie consumption. If that is the case, then employer actions which penalize employees on the basis of weight may well be actions which are discriminatory in a legal sense, "punishing" employees for physical characteristics over which they have little or no control. The following chapter reviews findings related to obesity as a legally-protected personal characteristic.

## CHAPTER FOUR

### OBESITY DISCRIMINATION AND THE LAW

#### 4.1 Status of Obesity as a Characteristic Protected By Law

Brink (1988) claims that there is no negative personality stereotype regarding the obese, but no other author makes such a claim. Some, in fact, have so readily recognized the existence of social prejudice that they have suggested that discrimination against the obese should be made illegal (at present, only the state of Michigan and the city of Santa Cruz, California outlaw discrimination based on weight) or should be regarded as a handicapping condition and thus protected under state- or federal-level laws prohibiting discrimination based on handicap.

In order to be considered a handicap, one's condition must be considered "immutable" (i.e., unchangeable) and must substantially affect one or more major life activities. Since the pursuit of employment is a major life activity, discrimination against an individual on the basis of a handicap (or a perceived handicap) is outlawed under the terms of the Americans with Disabilities Act (ADA, 1992). If an obese individual is denied employment due to his or her weight, the claim may be made that the employer perceives the applicant as handicapped and is illegally denying access to employment because of the perceived handicap. It would then remain for the courts to decide whether the obesity would in fact present a barrier to effective job performance.



Since the Americans with Disabilities Act has been enacted only recently, the condition of obesity has not been adjudicated under the ADA. Whether or not obesity would be considered a handicapping condition which deserves the protection of the ADA has not been determined at this time. At the present time, there is little other protection for individuals who are discriminated against in employment due to their weight. In fact, discrimination on the basis of appearance factors has generally not been found illegal by the courts as long as the employer applies appearance standards across groups (e.g., to men as well as to women) and as long as the characteristic(s) discriminated upon are deemed to be those which are within the direct control of the employee.

#### 4.2 General Appearance Standards

In one of the first tests of appearance standards, Alan Willingham charged a potential employer with sex discrimination, alleging that the firm he applied to (Macon Telegraph Publishing Co.) refused to hire him due to his hair length. The suit was filed in 1970 and final decision was rendered in 1975 (Willingham vs. Macon Telegraph Pub. Co., U.S. Court of Appeals, Fifth Circuit, 1975, 507 Federal Supplement, p. 1084). Willingham contended that the dress and appearance code enforced by the management of the Macon Telegraph allowed women to wear their hair any length they chose, and in requiring only men to have short hair, discriminated against males on account of their gender. (Willingham's hair at the time was shoulder length, which was deemed to be a violation of community standards regarding grooming.) Willingham contended that this

refusal to hire was a form of "sex plus" discrimination, wherein sex plus one ostensibly neutral factor (in this case, hair length) combined to classify and discriminate among employees.

In a prior case (Phillips vs. Martin Marietta Corp., 1971, 400 U.S. 542, 91 S. Ct. 496, 27 L.Ed. 2d 613), the Supreme Court had found a "sex plus" policy to be discriminatory in that differential hiring standards were practiced for males versus females (the company in question had a policy of refusing to hire women but not men who had pre-school-age children). The court in Willingham then faced a similar question: did the Macon Telegraph's policy of refusing to hire only long-haired males constitute illegal "sex plus" discrimination?

A quick judgment on the issue might lead one to conclude that yes, such discrimination had taken place. Willingham's contention that were he a female with the same length hair, he would have been hired, seems sensible. The court, however, in its analysis of the merits of the case, found otherwise. The court interpreted Title VII as being devised to impact any policy which attempts to deny employment to someone because of their membership in a protected category. The court contended that this was not the case with Macon Telegraph's rejection of Willingham. Rather, the firm rejected him because of his hair length, which the court deemed to be a mutable characteristic which enjoyed no constitutional protection. The firm was merely exercising its managerial prerogative to select applicants who best embodied the values of that

organization. Willingham was free either to look elsewhere for employment or to choose to subordinate his desire for long hair to his desire for a job. Willingham's hair length did not impede his opportunities for employment in the view of the court, which was what Title VII was designed to protect. Females who wished to work for the firm also had to meet standards for grooming, so individuals of either gender had the same opportunities to meet community standards of appearance, even though those standards were not the same for both sexes.

In general, the courts have upheld grooming, weight and appearance requirements by employers as long as the employer sets standards for both men and women, and these standards do not create a heavier burden of compliance for one gender over another. These standards must not significantly deprive either gender of employment opportunities. These standards have been applied to other cases involving long hair or other standards of personal appearance or dress (*Barker v. Taft Broadcasting Co.*, 549 F.2d 400 [6th Cir., 1977]; *Earwood v. Continental Southeastern Lines, Inc.*, 539 F.2d 1349 [4th Cir., 1976]; *Longo v. Carlisle DeCoppet and Co.*, 537 F.2d 685 [2d Cir., 1976]; *Knott v. Missouri Pacific Railway Co.*, 527 F.2d 1249 [8th Cir., 1975]; *Baker v. California Land Title Co.*, 507 F.2d 895 [9th Cir., 1974] cert. denied 422 U.S. 1046, 95 S.Ct. 2664, 45 L.Ed.2d. 699 [1975]; and *Dodge v. Giant Food, Inc.*, 488 F.2d 1333 [D.C. Cir. 1973]); . The courts have frequently found appearance requirements to be in violation of Title VII, however, when special appearance rules were applied only to members of one sex.

### **4.3 Appearance Standards Related to Employee Weight**

In a number of situations, court cases which have attempted to address the issue of employee weight have occurred most commonly as adjuncts to claims of gender- or race-based discrimination. Charges of discrimination on the basis of gender or race are commonly filed under the terms of Title VII of the Civil Rights Act of 1964 or a comparable state-level statute. Title VII prohibits employers and unions from discriminating against applicants or employees in any term or condition of employment on the basis of race, color, religion, sex or national origin.

Claims of race- or ethnic-background discrimination have been made in cases where a potential employee (or a class of potential employees) claims that a height-weight requirement for entry into a job category is inappropriate. Most commonly, it would be stated that one had to demonstrate achievement of some minimum height and weight in order to be eligible for employment. Employers would defend the standards with the claim that any stated requirements were neutral in that they were equally applied to all applicants. However, in their practical application such standards commonly act to disqualify women (and often Asians and Hispanics) more frequently than they disqualify white males, since members of these protected groups are often smaller in stature.

For example, in the case of *Dothard v. Rawlinson*, 433 U.S. 321, 97 S.Ct. 2720, 53 L.Ed.2d. 786 (1977), the Alabama Department of Corrections had established a minimum height requirement of 5 feet 2 inches and a minimum weight requirement of

120 pounds for the position of prison guard. This policy did impact more negatively on women, with combined effect being the exclusion (on average) of 41 % of U.S. women but less than 1 % of men.

The case above illustrates a principle known as "adverse impact," wherein a facially neutral employment policy acts to disqualify members of a protected class (in this case, females) at a greater rate than males are affected. The next step in a legal analysis would be to ask an employer to provide compelling justification that the requirements are necessary for effective performance on the job. If one must be a minimum height, for example, to conduct visual surveillance of prisoners while in an exercise yard, the policy could be upheld despite its apparent discriminatory impact.

While being "underweight" relative to an employer's policies may be defensible under Title VII or state equal employment opportunity law, being overweight is less likely to be protected. The circumstances in which employer maximum weight requirements have been challenged have generally been within the airline industry. In the case of *Jarrell et al. vs. Eastern Airlines*, 430 F.Supp. 864 (E.D. Va. 1977), a group of flight attendants contended that the airlines' imposition of a "weight control" program was a violation of Title VII.

Eastern required both male and female flight attendants to conform to a weight control program which included different standards for males and females. Maximum

and minimum weights were indicated for given heights, with the minimum weights for men being in each case greater than the maximum weight for a woman of the same height. Individuals were checked twice yearly and anyone who was over his or her designated weight had to weigh in weekly and demonstrate progressive weight loss (at least one-half pound per week). Female flight attendants contended that the standards applied to women were much more stringent than those applied to male flight attendants. The court was not receptive to this argument, stating that "weight, unlike height, is a characteristic subject to the reasonable control of most individuals...there is nothing inherent in womanhood which makes Eastern's weight standards more difficult for women to satisfy than men." The court further noted that Title VII protection was designed protect individuals against "discrimination based either on immutable sex characteristics or constitutionally protected activities such as marriage or child rearing violate [Title VII] because they present obstacles to employment of one sex that cannot be overcome."

In a similar case, Susan Leonard (Leonard vs. National Airlines, 434 F.Supp. 269 [S.D. Fla.1977]) claimed that her former employer, National Airlines, had discriminated against her on account of her sex by refusing to return her to employment upon completion of a maternity leave because she was "overweight" according to the maximum height/weight charts used by the airline. The court's review of National's policy indicated that the airline was relatively flexible in its administration of the height/weight policy, allowing individuals to request upward adjustment of their stated maximum weights and allowing for medical explanations for sudden and dramatic changes in

weight. Due to the flexibility demonstrated by the employer in the administration of the program, and because height and weight standards were applied to male as well as female flight attendants, the court did not support a finding of sex discrimination in this case.

In another example, Carole Gerdom (accompanied by her union, the Union Of Flight Attendants, Local No. 1 in *Gerdom v. Continental Airlines, Inc.*, 692 F.2d 602 [9th Cir. 1982]) claimed that her employer, Continental Airlines, had discriminated against her on the basis of gender by instituting a policy which required individuals (who were always females) who held the position of "flight hostess" to comply with strict height-weight standards. The airline contended that these requirements were merely grooming standards which fell outside the purview of Title VII because they applied only to women.

The court was not persuaded by this argument, noting that the grooming standards were deemed permissible under Title VII are those which are "even-handedly applied to employees of both sexes" (p. 606). Continental's policy could not meet this test since no comparable job category which included males was subject to similar grooming standards. Continental's claim that the requirement was due to their customers' preferences for slim female cabin attendants, rather than due to any corporate prejudices, was rejected firmly by the court.

In the case of *Laffey vs. Northwest Airlines* (567 F.2d. 429, 456, [D.C.Cir. 1976]), Laffey challenged several employment policies, one of which was the application of

stringent height and weight standards solely to female employees. No similar policy was applied to the job category of "purser" which was filled primarily by males. The court ordered reinstatement and/or back pay for individuals who had been terminated or suspended for failure to meet the discriminatory height/weight standards. Presumably, had the airline enforced stringent standards for both job categories, the action would have been defensible as "enforcement of a grooming code."

#### 4.4 Legal Protection for the Obese

The issue of the "immutability" of a given personal characteristic such as weight or hair length (as raised in Jarrell vs. Eastern Airlines or Willingham v. Macon Telegraph) is a critical one. Weight control programs instituted by airlines were generally upheld by the courts as long as they were applied to both male and female employees. Weight was viewed as a characteristic which was under the employee's control (one makes a choice as to what one weighs, in this view) and therefore a justifiable basis to use to discriminate one employee from another in terms of hiring or performance evaluation.

Many of the "airline" cases described above might be viewed as anachronisms, i.e., evidence of outdated stereotypes regarding women. There are more recent examples, however. In the mid-1980s Salve Regina College (Rhode Island) expelled nursing student Sharon Russell because of her weight. They argued that her weight (between 280 and 300 pounds) would impede successful performance of her duties and would make her a



poor role model for patients. The college nursing department asked her to sign a contract agreeing to lose a preset amount of weight each week in order to maintain her enrollment in the program. She agreed to this but failed to achieve the predetermined weight loss. She was then dismissed from the nursing program and on that basis claimed that she was discriminated against on the basis of her weight. (She moved on to another school while pursuing her complaint against Salve Regina and completed her nursing program there.) Her discrimination complaint was dismissed on procedural grounds but she successfully claimed breach of contract (the college failed to meet its contractual obligation to educate her) and won a judgment of \$44,000 (recompense for excess educational costs and lost wages).

While the courts have generally acted on the assumption that weight is a self-controllable personal characteristic, this view is not universally held. Garner and Wooley (1991), for example, contend that weight control and dieting programs may be largely futile attempts to battle against one's genetic inheritance. Their summary of the research findings on "treatments" for obesity indicates "virtually no evidence that clinically significant weight loss can be maintained over the long term by the vast majority of people."

If one accepts these findings as accurate, then one is forced also to accept as reality that obese individuals suffer discrimination based on a characteristic which is only partially within their control (especially over the long term). This is discrimination

regarding an "immutable" characteristic, but one which is not always viewed as such nor currently protected by federal legislation. Only in the state of Michigan and the city of Santa Cruz, California, are discrimination because of applicant or employee weight illegal. The need for protection of obese individuals' equal opportunities for access to employment has been recognized by several authors, however, and a number of potential solutions have been proposed.

Mason (1982) argued that the evidence that the overweight are disadvantaged in terms of income, access to education, access to employment, etc., would justify legislation prohibiting such discrimination. Mason contended that there is a stereotype regarding the obese which has the following components: the obese are viewed as less competent, less industrious, less productive, more disorganized, indecisive, inactive, and less successful. Mason argued that the size of the potential "protected class" (group which would benefit from such legislation) could be as large as 25% of the U.S. population. Discrimination against such a large segment of society results in a loss to both the individual and the greater community as a result of underutilization of human potential. Mason argued, in addition, that the characteristic of weight is one which is relatively immutable and beyond the control of the individual.

Other authors (Baker, 1982; Seguire, 1986) have argued that obesity might be considered a handicap under the terms of the Rehabilitation Act of 1973. Since one may be considered "handicapped" due either to an objective physical condition or the

employer's perception that one is handicapped, it might be possible for individuals to claim a handicap if rejected for employment because of their obesity. It remains to be seen whether this interpretation will be proffered under the terms of the Americans with Disabilities Act, which went into effect in 1992.

However, as has been indicated, to be considered a handicap, a physical condition must be immutable (Seguine, 1986). Further research evidence regarding the "mutability" (or lack thereof) of individual weight will need to accumulate in order to convince the courts and the wider society that obesity can be considered a handicapping condition. And further evidence regarding employers' attitudes toward the obese would have to accumulate in order to convince legislators that the condition deserves legislative protection.

Much research remains to be done, however, before the extent and impact of prejudice against the obese can be stated with confidence. Is there, for example, a uniform level of prejudice against the obese, or does reaction differ according to the level of obesity encountered? Is obesity always negatively perceived, or can prejudices be neutralized by other factors such as education, experience, or enthusiasm? The following chapter outlines some basic hypotheses in an initial exploration of these questions.

## CHAPTER FIVE

### RESEARCH ISSUES AND HYPOTHESES

#### 5.1 Introduction

There are a number of notable gaps in the literature summarized in previous chapters. One concern is that nearly all of the studies have relied upon written descriptions or photographs. It would be desirable to conduct research using somewhat more "lifelike" stimuli, such as applicants on videotape. Decision making in the real world is conducted under the influence of a variety of cues; asking subjects to make choices under more "lifelike" conditions, with a more complex set of cues, might afford a test of accepted constructs within more realistic conditions. Such testing might lead to more generalizable results or might provide interesting clues as to the strength of prejudices against the physically unattractive in general and the obese in particular.

A second concern within the physical attractiveness literature is the failure of the researchers to describe either "attractive" or "unattractive" stimuli. With some limited exceptions (e.g., Franzoi and Herzog, 1987) the dimensions of physical attractiveness are not clearly specified. Examining of obesity as one dimension of physical attractiveness may help to clarify raters' reactions to that specific dimension of physical attractiveness.

Third, while obesity is generally accepted to be one aspect of physical unattractiveness, relatively limited research has been conducted to test specifically the influence of applicant obesity upon the employment selection process. While it is generally clear that obesity is considered unattractive (e.g., Harris and Smith, 1983;

Brink, 1988), it is not clear whether or not applicant obesity elicits negative rater evaluations in the same way or to the same extent as does facial unattractiveness.

## 5.2 Hypotheses

If one assumes that results regarding obesity should follow the pattern set by results within the body of literature on physical attractiveness, several hypotheses can be derived:

First, following the theoretical models offered by Raza and Carpenter (1987) and Morrow (1990) (see Figures 1 and 2, on pages 27 and 29 respectively), if obese individuals are viewed as unattractive, this should lead them to be less preferred and seen as lower in status characteristics than non-obese individuals. Given that the usual pattern of preference for individuals possessing higher status characteristics is that they are considered more desirable, it can be hypothesized, then, that the obese will be less preferred as employees.

Obese individuals, if deemed to be less attractive, should be less preferred in the employment context. And following Raza and Carpenter's (1987) and Morrow's (1990) theories, if applicant attractiveness influences applicant "likability", then obese individuals should be seen as less likeable and less preferred as co-workers, subordinates, or supervisors.

In addition to obesity potentially reducing an employment applicant's "likability," it may be a condition which also reduces an applicant's perceived job-readiness. If obesity is presumed to be a condition which is within the individual's control, its presence may

lead evaluators to assess the applicant as being less "in control" and thus less likely to exercise consistent self-control (e.g., Seid, 1989; Baum, 1987). Klassen (1987) notes that one stereotype which raters held regarding the obese was that the obese were seen as lazy and lacking self-discipline. Since self-control is often seen as a necessary prerequisite to the effective control of others, it is hypothesized that obese candidates may be seen as less able candidates for supervisory positions or those which lead to supervisory assignments. If this stereotype is widely held, presumably potential employers may view the obese not only as unattractive, but as lacking skills or abilities needed for job performance. The perception of reduced skills will presumably reduce the rater's perception that an individual is "employable" and "hirable" in Raza and Carpenter's framework.

In addition to reactions by raters, the perception of attractiveness might be expected to influence salary offered. As indicated earlier (Jackson, 1983), in some cases raters may offer attractive individuals greater inducements to accept a position and affiliate with an organization, presumably because the attractive individual has more "options" available to him or her. As Morrow's model would predict, individuals who are deemed to be lesser in terms of status characteristics would be worthy of fewer inducements.

The above premises can be arrived at directly from the physical attractiveness literature. However, as the work by Heilman and her colleagues (1979, 1985, 1989) indicates, the physical attractiveness stereotype operates differently for men than for

women, with its effects being unequivocal for males (physical attractiveness is an asset) and less definitive for females (attractiveness is an asset when the job applied for is gender-congruent). To arrive at hypotheses regarding how applicant obesity should influence employment selection decisions, then, one should take into account the literature on obesity.

Results within the obesity literature (e.g., Seid, 1989) indicate that concern regarding weight, and social implications of weight, are much greater for females than males in U.S. society. Franzoi and Herzog's (1987) results indicated that the primary determinant of female physical attractiveness, at least within a youthful (traditional college-age) sample, is a woman's weight. Assuming that this assessment might persist beyond college age would lead to the conclusion that because weight is a primary determinant of female attractiveness, being overweight would lead to an individual's being perceived as unattractive. The presumed consequence of this perception would be for the individual who is deemed unattractive to receive fewer and less desirable social outcomes, such as offers of employment. If Franzoi and Herzog's results hold true regarding evaluations of female attractiveness, the following can thus be hypothesized from the literature reviewed:

H1. Obese individuals will be less likely to be selected for employment than normal-weight individuals.

H2. Obese individuals will be less likely to be preferred as potential coworkers, supervisors or subordinates.

- H3. If subjects are asked to rate prospects for individuals' likelihood of success in an employment setting, obese individuals will be rated as having lower likelihood of successful performance.**
- H4. If subjects have the opportunity to assign candidates to positions, obese individuals are less likely to be assigned to positions which lead to supervisory responsibilities.**
- H5. If subjects are asked to recommend a starting salary for a prospective employee, obese individuals will receive lower initial salary recommendations.**
- H6. Obesity of the candidate should have less impact upon the evaluation of male candidates than upon the evaluation of female candidates. In other words, discriminatory findings (if any) should be more pronounced for obese female applicants than for obese males.**

**These, then, are the hypotheses which form the basis for this thesis. In summary, it is hypothesized that applicant obesity, as operationalized by filming with an altered video camera, will lead to the obese applicant's being less likely to be selected for employment, being less preferred as a coworker or subordinate, being less likely to be hired into a supervisory position, being evaluated as having lower likelihood of job success, and being offered a lower salary upon hiring. It is additionally hypothesized that these results will be more pronounced for the female than the male job candidate.**



## CHAPTER SIX

### METHODOLOGY

#### 6.1 Goals of the Research

The goals of this research are to assess the influence of applicant gender and applicant weight upon raters' evaluations of a candidate for employment. In order to assess the influence of applicant weight and gender, it would be desirable to have the opportunity to hold all relevant factors constant across the manipulation. Past research has generally been unable to do this unless raters were asked to evaluate only paper credentials (i.e., no photo or other visual stimulus provided). As was indicated earlier, however, this methodology may not allow the reader to generalize from the results obtained in the evaluation of "paper people." Decision making in the real world is conducted under the influence of a variety of cues; asking subjects to make choices under more "lifelike" conditions might lead to more realistic results which could be generalizable to larger segments of the population. It is also possible that the results obtained with more realistic stimuli might not demonstrate the same biases obtained using earlier methods.

The present research utilized video "resumes" for the ostensible job candidates in order to provide a more realistic stimulus for analysis. Raters were asked to review a "video resume" and rate the candidate's suitability for employment. Raters were recruited and the experiment administered in groups in order to maximize efficiency and

minimize the time commitment demanded of raters. Each group of raters viewed the video resume of a single "applicant," who was described as a graduating MBA student with moderate prior work experience. The candidate's background included diverse work experiences which afforded raters the opportunity to assign the candidate to a variety of jobs consistent with the applicant's prior work experience. The candidate's resume was included in the ratings packet which subjects received (see Figure 3 for a copy of the resume provided to raters). The description of prior experience and qualifications remained the same regardless of which video was seen by raters. The candidate's background was designed to reflect experience which could be seen as positive or negative, depending on the interpretive frame of reference used by the rater. A gender-neutral name, "Leslie Anderson," was used to identify the applicant.

## 6.2 Subjects in the Sample

Subjects were recruited from graduate (master's level) classes at a small (6,000 students) midwestern university. Each group of raters consisted of the students within a single class or those students within a given class who agreed to participate in the experiment. Graduate student raters were chosen because it was felt they were likely to be older and more experienced and therefore more likely to be representative of the general working population. It was also felt that the results were thus more generalizable beyond the college setting. Individuals within this age range also were more likely to be employed in positions where they might influence hiring decisions.

**Leslie D. Anderson****Current Address:**

1424 Edgewood Drive, #2B  
 Peoria, IL 61601  
 (309) 555-7654

**Permanent Address**

5728 Briarcliffe  
 Waukegan, IL 60085  
 (708) 555-1234

**Education**

**Master of Business Administration.** Peoria State University. Degree expected in summer 1992. Major: General Business. Minor: Marketing. Overall GPA: 3.30.

**Bachelor of Business Administration.** 1985 graduate of Central State University, Greenwood, Wisconsin. Major in Business Administration (Finance). Minor in Spanish. Overall GPA: 3.25.

**Employment Experience:**

**1990-Present**      **Store Manager, Hartwig Florals, Peoria, IL.** Designed store layout, ordered inventory, responsible for customer relations, planning and daily budgeting. Supervised and trained four (part-time) sales assistants.

**1987-1989**      **Payroll Clerk, Evans' Greenhouse, Waukegan, IL.** Computed payroll for a staff of 28 and conducted office management duties as needed in the absence of the payroll supervisor.

**1986-1987**      **Credit Analyst, Martin's Furniture, Waukegan, IL.** Entered and verified customer data for purpose of analyzing customer credit-worthiness. Issued store credit cards and maintained customer records.

**1985-1986**      **Sales Representative, Superior Restaurant Supplies, Waukegan, IL.** Assessed customer inventory levels and provided new supplies as needed. Maintained contact with a route of approximately 50 retailers.

**Special Skills:** Fluent in Spanish. Have travelled extensively throughout central and South America. Familiar with several inventory control and spreadsheet programs.

**Interests:** Travel, biking, reading.

**References:** Will be furnished upon request.

FIGURE 3  
 CANDIDATE RESUME

It would have been ideal to be able to randomly assign subjects to conditions. However, due to space constraints and logistical problems (most graduate classes are held in late afternoons and evenings and students are not regularly available at other times due to work commitments), a convenience sample was used in the present study. To minimize any bias associated with this sampling technique, efforts were made to draw groups from similar populations (such as different sections of the same class or different classes within the same major). Students were drawn from graduate business, education, nursing and political science classes; with efforts to include approximately equal numbers from each subgroup within each cell of the design.

Subjects consisted of 297 students drawn from 26 classes. Data from two subjects were not analyzed due to missing information, yielding a total of 295 participants. Participants consisted of 115 males (39%) and 180 females (61%) in the sample.

The mean age of raters in the sample was 34.0 years and the average number of years of work experience was 12.0 years. Since raters were graduate students, virtually all had their bachelor's degrees; the only exceptions were a few undergraduates who were sitting in on a higher-level class.

### **6.3 The Experimental Design**

The videotape seen by raters was drawn from one of the four following possible experimental conditions:

	<u>Male Applicant</u>	<u>Female Applicant</u>
Non-Obese	Candidate A	Candidate B
	_____	_____
Obese	Candidate C	Candidate D
	_____	_____

This is an analysis of variance design (ANOVA) with two independent variables: weight (obese vs. normal weight) and gender of the applicant (male vs. female). Gender was "manipulated" by filming different versions of the video resume: one set with a male and one with a female. Weight was manipulated by the use of an altered video camera to film two versions for each applicant: one of which presented the individual as average-weight and one which altered the horizontal scan of the camera to create the impression of obesity.

Two main effects (for gender and weight) were tested for, as well as an interaction term (gender x weight).

### 6.3.1 The Experimental Manipulation: Independent Variables

There are two key variables of interest in this study. The first was applicant gender. As the results summarized above indicate, the impact of physical attractiveness on rater evaluations has been different for males vs. females (Cash et al., 1977; Heilman et al., 1979, 1985, 1989). Thus, to assess whether applicant gender had an influence on ratings,

raters were asked to rate either a male or a female candidate (with candidate qualifications held constant across the conditions). Gender was manipulated in this experiment by filming both a male and a female portraying the same "video resume". Actors were solicited locally by letters sent to local theatrical companies (see Figure 4 as an example) and through an ad run for two weeks in local newspapers soliciting actors (see Figure 5 for text of the ad).

Height and weight data were gathered on each individual who applied (there were approximately twenty applicants) in response to both of the above solicitations. Two photographs (one full-body photo and one head-and-shoulders shot) were taken of each applicant and height and weight data were collected. Only individuals who were within plus or minus 5% of the desirable height-weight limits received further consideration (see Figure 6 for the height-weight values used in the study).

The pool of applicants who met the above criterion were then screened by a group of adult raters. Faculty and staff members at the same school (a group of ten raters, five males and five females, average age 38) were used to avoid depleting the pool of graduate student raters. These individuals reviewed the stimulus photographs and their ratings were used to calculate a mean rating of attractiveness for each applicant. The pool of potential candidates was then narrowed to those individuals who were rated as "average" in physical attractiveness. This level of attractiveness was chosen in order to avoid the potential confounding effect of facial attractiveness.

June 1, 1992

Ms.  
Managing Director, Theater Guild  
Midland Center for the Arts  
1801 W. St. Andrews  
Midland, MI 48640

Dear Ms. :

I am writing to ask your help in locating actors who would be willing to participate in a research project later in the summer. I am seeking one male and one female, aged 27-35 (approximately), average weight and height, who would be willing to portray a job candidate and who as part of this portrayal would film a "video resume" which would later be shown to groups of raters. I anticipate that the total time devoted to filming would amount to no longer than one day and I am willing to pay approximately \$10.00 per hour to each of the two candidates.

If you would be willing to post this letter at your playhouse and/or to circulate it among your membership, I would be most grateful. Individuals who are interested in the job should send me a brief resume and a full-length snapshot (photos will be returned if a self-addressed envelope is provided). Please ask interested individuals to label their snapshots appropriately.

Interested individuals are asked to submit their materials as soon as possible. I hope to conduct filming during late June or early July. Resumes and other materials may be sent to me at either of the enclosed addresses below, or individuals with questions may call at either of the enclosed numbers:

Thank you very much for your assistance in this matter.

Sincerely,

Gail E. Sype  
Assistant Professor of Management

FIGURE 4  
LETTER SOLICITING ACTORS

## HELP WANTED ADVERTISEMENT:

ACTING/PUBLIC SPEAKING EXPERIENCE NEEDED to film a video to be used as part of a research project. \$10.00 PER HOUR. Male and female actors needed. Call 517-790-5685 on Monday or Tuesday, between 11 a.m. and 4 p.m.

FIGURE 5  
TEXT OF HELP WANTED ADVERTISEMENT

## AVERAGED HEIGHT/WEIGHT VALUES

## HEIGHT:

FEET	INCHES	MEN	WOMEN
4	10		110-121 lbs.
4	11		111-123 lbs.
5	0		113-126 lbs.
5	1		115-129 lbs.
5	2	132-142 lbs.	118-134 lbs.
5	3	134-144 lbs.	121-138 lbs.
5	4	136-146 lbs.	124-142 lbs.
5	5	138-149 lbs.	127-146 lbs.
5	6	140-154 lbs.	130-150 lbs.
5	7	143-159 lbs.	133-154 lbs.
5	8	146-163 lbs.	136-159 lbs.
5	9	148-167 lbs.	139-164 lbs.
5	10	151-172 lbs.	142-169 lbs.
5	11	154-177 lbs.	145-174 lbs.
6	0	157-182 lbs.	148-178 lbs.
6	1	160-187 lbs.	
6	2	164-192 lbs.	
6	3	167-197 lbs.	
6	4	171-200 lbs.	

(BASED ON FIGURES DERIVED FROM METROPOLITAN LIFE INSURANCE COMPANY, "1979 BUILD STUDY", SOCIETY OF ACTUARIES AND ASSOCIATION OF LIFE INSURANCE MEDICAL DIRECTORS OF AMERICA)

FIGURE 6  
HEIGHT-WEIGHT VALUES



Raters also rated each applicant's age, with these values being averaged to produce a mean assessment of age for each applicant. Selection of the man and woman used in the study was based on this pretest's results, which indicated that they were perceived as equal in attractiveness and between ages 27-30. A copy of the ratings form used by raters to review each candidate is provided as Figure 7. Copies of the photographs of the individuals ultimately chosen to participate in the filming are included as Figure 8.

The second independent variable was weight. Obesity can be defined in different ways, but in technical-medical contexts can be defined as the condition of being 20% or more greater in body weight than the weight prescribed by standard height-weight tables (Vener et al., 1982). Candidate "obesity" within this context was operationalized through the use of video filming techniques to create the impression of obesity by altering the horizontal scanning of a video camera and thus widening the image of the individual being filmed.

The highest level of realism in operationalizing this variable would be obtained by presenting different applicants, those who are obese and those who are not, and comparing the ratings obtained by these individuals on outcome measures such as ratings of attractiveness and job suitability. This, however, would require raters' responses to different individuals and thus would not rule out potential confounding related to differences in hair or skin coloring, vocal intonation, vocal pitch, as well as intangibles such as "personality" and level of perceived introversion-extraversion. While these differences are of course present in the real world, it would be desirable from a research standpoint to control for them in order to more precisely measure the variable of interest, which is level of obesity.

Please respond by circling the number that best corresponds to your response:

1. In terms of physical attractiveness, this individual is:

Very	Quite	Somewhat		Somewhat	Quite	Very
UNATTRACTIVE			AVERAGE			ATTRACTIVE

1 - - - - 2 - - - - 3 - - - - 4 - - - - 5 - - - - 6 - - - - 7

2. This individual appear to be approximately \_\_\_\_\_ years old.

FIGURE 7  
PRETEST FORM: RATINGS OF ACTOR ATTRACTIVENESS AND AGE



FIGURE 8  
ACTORS' PRE-EMPLOYMENT PHOTOGRAPHS

In order to be able to present a single individual in both an average-weight and an overweight condition, a technique was needed which would make an average-weight person appear heavier. Theatrical padding and makeup techniques could provide such alterations, but such padding and makeup techniques would have to be altered for every individual used as a stimulus. Since the alterations would be tailored to the specific individual, there would still be the problem of trying to ensure comparability and uniformity across stimuli. To avoid these practical difficulties, it was decided that it would be more desirable to devise a filming technique which could be applied equally to each stimulus individual, thus eliminating one potential source of error variance.

One example of the use of video film techniques in body image measurement is the video technique pioneered by Freeman and his colleagues (1984). This technique was originally used to assess the accuracy of body image perceptions of anorexics and bulimics. As described by Freeman et al. (1984), the television image consists "of a series of lines, produced by a rapid scanning device. The rate of scan determines the breadth of each line in the image" (p. 412). A black-and-white video camera was modified in order to generate the video image. The horizontal deflection unit of the video camera was altered so that a variable rather than a fixed voltage would flow through it. The visual image thus became broader or narrower as the speed of the scan was increased or decreased. In its original version, the camera permitted variations of up to 20% thinner and 40% fatter, "without distortion of the video image" (p. 413). Modification of the present camera permitted a slightly higher potential for expansion of the video image. The individual performing the video camera modifications used within

the present study was the same person who developed the camera alteration used in the Freeman et al. work.

Accordingly, the video camera modification devised permitted a distortion in filming which made the stimulus look broader (heavier). It was found through consultation with various video camera technicians that most color video cameras available for individual or home use did not offer technology which was readily modifiable. The type of video camera which most readily allowed the alterations necessary to adjust the visual scan proved to be a security camera (an Exxis Camera model no. EV-1, 6 watts) which filmed in black and white. While a black-and-white image was not the ideal condition, it was felt that the presentation of a video image offered sufficient realism even if the stimulus was not in color. To offset the "surprise" that raters might experience when confronted with a black-and-white image, the approximately four-minutes-long video was preceded by about a minute and a half of instructions which were also presented in black and white to provide time to raters to adjust to the conditions.

After experimentation with images produced by the camera, it was decided that an increase of approximately 50% in image size (as determined by the variable scan settings) generated a sufficient size increase without obvious visual distortion of the video image. Accordingly, the two individuals were filmed with the camera set at a level of "50% increase" according to the scan setting.

A pretest of the video camera results then was conducted to determine whether the camera alterations alone (i.e., the 50% increase in image size) generated sufficient change in raters' perceptions of the appearance of the "expanded" candidate to trigger the perception of candidate "fatness."

Respondents in this pretest were asked to evaluate the male and female actor in terms of weight and attractiveness. Each group of raters saw and rated two images: either the unaltered male and altered female in combination, or the altered male and unaltered female image.

Groups of raters were drawn from undergraduate courses at the same university where the experiment was conducted. (Undergraduate raters were used to avoid depletion of the graduate student rating pool.) There were 16 raters in one group (8 men and 8 women), and there were 24 raters in the other group (19 women and 5 men). Perceptions of stimulus weight were measured on a 7-point scale, with the value one indicated as "very thin," four as "average," five as "somewhat obese" and seven as "very obese." (See Figure 9 for a copy of instructions to individuals administering the experiment and Figure 10 for a copy of the first pretest form). Although the raters in this pretest saw the expanded male image as significantly heavier than the average-weight male (mean of 3.71 vs. mean of 3.13,  $t = 2.75$ , 35 df, which is significant at  $p < .005$ , one-tailed), the observed mean was not high enough to trigger the perception of candidate "fatness" or obesity. That is, there was an increase in the mean rating but it was not sufficient to classify the expanded image into a new "category." The results for the female in this pretest achieved means of 4.3 in average-weight condition vs. 4.8 in the expanded condition ( $t = 1.70$ , 35 df, which is significant at  $p < .05$ , one-tailed).

Dear :

Enclosed you will find the videotape and the ratings forms. I have arranged for a work-study student to deliver the VCR/monitor to your classroom. I will also make sure that the equipment gets returned to the A/V department.

The videotape should begin to play shortly after you insert it into the VCR. There are two candidates for the students to rate. After the first candidate has been seen, please pause the machine for a minute or so to allow raters to complete their evaluations. You may then resume play of the video; there are a few feet of blank tape separating the two presentations. You may give the students the following instructions (they will also have them attached to their ratings forms):

**"YOU ARE BEING ASKED TO PARTICIPATE IN A STUDY OF FIRST IMPRESSIONS. PARTICIPATION IN THIS RESEARCH EXERCISE SHOULD TAKE THREE TO FIVE MINUTES OF YOUR TIME AND WILL BE STRICTLY VOLUNTARY. YOUR COURSE GRADE WILL NOT BE AFFECTED IF YOU DECIDE NOT TO PARTICIPATE.**

**YOU WILL BE ASKED TO REVIEW TWO POTENTIAL CANDIDATES FOR EMPLOYMENT AND BRIEFLY RATE EACH OF THEM. RATE EACH CANDIDATE AFTER VIEWING HIM OR HER ON THE VIDEOTAPE.**

**IF YOU ARE INTERESTED IN FURTHER DETAILS REGARDING THIS STUDY, PLEASE PUT YOUR NAME AND ADDRESS ON THE LABEL ATTACHED TO YOUR RATINGS FORM AND YOU WILL BE SENT MORE DETAILED INFORMATION IN THE FUTURE WHEN THIS RESEARCH IS COMPLETED. YOU MAY SEPARATE YOUR COVER SHEET FROM YOUR RATINGS FORM IN ORDER TO PROTECT YOUR ANONYMITY.**

**YOUR RESPONSES AND YOUR NAME AND ADDRESS WILL BE KEPT STRICTLY CONFIDENTIAL. ANY RESULTS GENERATED IN THIS STUDY WILL USE ONLY SUMMARY, NOT INDIVIDUAL DATA."**

You may then stop the tape after the second candidate has been viewed. I will see you after your class to collect the ratings forms. Please call me at extension 5606 if you have any questions.

Thanks SO MUCH for your help. I really appreciate it.

**FIGURE 9  
INSTRUCTIONS TO ADMINISTRATORS OF OBESITY PRETESTS ONE AND TWO**

100

100

100

100

100

100

100



CANDIDATE: \_\_\_\_\_

Please evaluate this candidate and respond by circling the number or indicating the value that best corresponds to your response:

1. This individual is:

Very	Quite	Somewhat		Somewhat	Quite	Very
UNATTRACTIVE			AVERAGE		ATTRACTIVE	

1 - - - 2 - - - 3 - - - 4 - - - 5 - - - 6 - - - 7

2. This individual is approximately \_\_\_\_\_ years old.

3. This individual is:

Very	Quite	Somewhat		Somewhat	Quite	Very
Thin	Thin	Thin	AVERAGE	Obese	Obese	Obese

1 - - - 2 - - - 3 - - - 4 - - - 5 - - - 6 - - - 7

4. I would estimate this individual's weight as \_\_\_\_\_ pounds.

5. I am (CHECK ONE) \_\_\_\_\_ MALE \_\_\_\_\_ FEMALE.

### FIGURE 10 FIRST OBESITY PRETEST FORM

CANDIDATE: \_\_\_\_\_

Please evaluate this candidate and indicate your assessment of that individual by circling the number or writing in the value that best corresponds to your response:

1. This individual is:

Very		Somewhat	AVERAGE	Somewhat	Very
Unattractive		Unattractive		Attractive	Attractive

1 - - - - - 2 - - - - - 3 - - - - - 4 - - - - - 5

2. This individual is approximately \_\_\_\_\_ years old.

3. This individual is:

Very		Somewhat	AVERAGE	Somewhat	Very
Thin		Thin	Weight	Overweight	Overweight

1 - - - - - 2 - - - - - 3 - - - - - 4 - - - - - 5

PLEASE INDICATE YOUR GENDER:

4. I am (CHECK ONE) \_\_\_\_\_ MALE \_\_\_\_\_ FEMALE.

### FIGURE 11 SECOND OBESITY PRETEST FORM

The differences in these obtained means indicates that while both the male and female were approximately equivalent in objective height-weight dimensions, she was perceived as significantly heavier than he was in both the altered and unaltered conditions. Comparing the means in their unaltered states, the male mean was 3.13 vs. a female mean of 4.33 ( $t = 6.10$  at 35 df, which is significant at  $p < .005$ , one-tailed). Comparing the means of the altered images, the male mean was 3.71 vs. a female mean of 4.75 ( $t = -5.90$  at 35 df, which is significant at  $p < .005$ , one-tailed).

Given that the video did not generate the desired perception of "fatness" of both actors by raters, the videos were re-filmed, using the same actors. The actors were at that point lightly padded using quilt batting (a cotton-like sheet of fluffy material about 1/2 an inch thick) over their torsos and their shoulders to create an image in which there was clearly some "stress" or puffiness under the material of their clothing. Shoulder pads were placed under the actors' shirts, with a single layer of quilt batting (approximately 8" by 18") over each arm and a double layer of batting (size approximately 10" by 30") around the front of the torso.

Actors were filmed against a neutral background, with a blank light-colored wall behind them. Each actor was positioned sitting on the edge of a table (the entire table was not visible in the video). This position was chosen because it enabled the video camera to capture the image of the individual from mid-thigh up, to ensure perception of an image that captured the main portion of the body. Each individual wore clothing which was considered to be standard "interview attire," i.e., dark pants or skirt and a white or pastel-colored shirt or blouse and little or no jewelry. Since filming was.

conducted in black and white, the shirts looked to be the same color on the finished video. Each individual was filmed without a suit coat or jacket to ensure that his or her body shape and proportions would not be obscured or camouflaged by clothing.

A second pretest analyzing raters' perceptions of the candidates utilized a slightly different format from the first (see Figure 11 on page 82 for a copy of the second pretest form). Raters were given a choice of five levels of applicant weight, with one being "very thin," three being "average" and five being "very overweight." Again, two groups of raters were utilized, with each group seeing one male and one female image, one altered and one unaltered. One group had 18 raters (11 females and 6 males), and the second group had 20 raters (18 females and 2 males). Both groups were drawn from undergraduate classes and were different from the groups used in the first pretest of perceptions of stimulus weight.

The manipulation check of this revised version of the video did indicate that, in each case, the candidate in his or her unaltered condition was perceived as roughly "average" in weight and that the altered image was perceived as "somewhat overweight." The obtained values for the male were means of 2.84 (unaltered image) versus a mean of 4.08 for the altered image ( $t = 7.05$ , 30 df, significant at  $p < .01$ , one-tailed). The obtained values for the female were means of 3.22 (unaltered image) versus 4.11 (altered image) ( $t = 6.54$ , 35 df,  $p < .01$ , one-tailed).

It is of interest to note that the results of this pretest also indicated that the female in her unaltered condition was seen as significantly heavier than the male in his unaltered

condition (mean of 3.22 vs 2.84,  $t = 2.15$ , 30 df, significant at  $p < .025$ , one-tailed). However, neither result was significantly different from the target value of three, a mean rating of "average" in weight. These preliminary results were, however, interesting in that they confirmed the common observation in the literature that weight tends to be differentially evaluated for males versus females.

As an additional indication of the effect of the video camera technique, each of the images was measured on a television screen measuring 20" by 15" (an approximate 25" diagonal). All raters saw the candidates in this format or on a slightly larger screen. Measurements indicated that the image of the male candidate in his unaltered ("average-weight") condition took up 133 square inches, or 44% of the television screen; the male candidate's altered image was 214 square inches, or 71% of the screen (60% larger than the unaltered image). For the female candidate, her unaltered image occupied 113 square inches, or 38% of the screen; her altered image took up 192 square inches, or 64% of the screen (69% larger than her original image). These differences in amount of screen space consumed are due to slight differences in the individuals' body sizes and differences in the body posture utilized by each actor.

### 6.3.2 The Experimental Conditions

Groups of raters were asked to view a brief videotape (approximately 4 minutes' duration) described to them as a "video resume." Each rater received a packet containing a set of instructions, a consent form, a "Scenario" sheet, and a six-page questionnaire (see Figures 12, 13, 14, and 15).

In each case, the instructor of the class within which the experiment was conducted was responsible for experiment administration. The principal researcher did not administer the experiment in person because it was feared that her appearance (she herself is obese) would bias the results by possibly indicating to respondents the specific nature of the variables under investigation (respondents were informed that the study was concerned with the subject of "first impressions").

Each course instructor received a set of instructions as to the techniques they would use to administer the experiment (see Figure 16). Each instructor received a set of ratings packets to pass out to respondents and a copy of the videotape to be shown to students. In most cases the experiment was administered at the start or the end of class sessions. Room sizes varied from approximately 25' by 25' to 47' by 30'.

The content of the candidate's video resume was the same across all subjects. The name of the candidate did not vary across presentations, nor did the script spoken nor the experience of the candidate. The resume of the applicant and the script used are attached (see Figure 3, page 69, and Figure 17).

## INSTRUCTIONS

You are being asked to participate in a study of first impressions. Participation in this experiment is strictly voluntary. Your course grade will not be affected if you decide not to participate.

Assume that it is June 1992 and you are a supervisor who is about to view the video resume of an individual seeking employment within your firm.

Assume that the applicant indicates that this resume was filmed in May of 1992 and that you would be making a decision regarding immediate placement of the individual described here (see "Scenario" sheet regarding conditions affecting your decision).

A copy of the candidate's resume is provided for your review.

Please complete the consent form and return it separate from your ratings packet.

Please wait to complete the ratings forms and turn them in following the viewing of the complete video resume. Use the #2 pencil (provided) to fill in the response spaces on the questionnaire.

If you have already filled out this questionnaire in another setting, PLEASE DO NOT FILL OUT ANOTHER ONE. Instead, please return this entire questionnaire packet to your instructor.

Please DO NOT WRITE on any of these materials other than on the questionnaire response form.

THANK YOU VERY MUCH for your cooperation and assistance.

FIGURE 12  
INSTRUCTIONS TO RATERS PARTICIPATING IN THE EXPERIMENT

CONSENT FORM

POSSIBLE RISKS: As part of this research, we are asking you to provide certain data about yourself and your family in order to determine whether individuals of different genders or different income levels rate or judge others according to different criteria. Accordingly, you may be asked to complete questions which may seem somewhat personal or intrusive. You may be assured that this information will be held in the strictest confidence by the investigator and only summarized, aggregated data (never individual questionnaire results) will be publicly released or discussed.

---

Please note: If you feel that you would be unwilling to answer these questions or disclose personal information, even under conditions of confidentiality, please feel free to discontinue your participation in the experiment. Your grade will not be affected by your decision to discontinue your participation. Please return this form and any other materials you may have received to the experiment administrator.

---

If you are willing to continue, please sign the following affidavit of consent:

## AFFIDAVIT OF CONSENT:

I hereby acknowledge that I have been informed about the risks associated with this research (see description of risks, above) and that I am participating willingly in the administration of this experiment. (OPTIONAL: I have provided my name and address on the label below indicating my desire to receive a description of the outcomes of this research at a later point in time.) I understand that if I do not wish to participate in this experiment, it will in no way affect my course grade.

---

(Date)

---

(Signature)

(Staple Blank Address  
Label Here)

Please put your name and address on the label at the left. You will be mailed additional data about the results of this experiment at a later date.

FIGURE 13  
RATER'S CONSENT FORM

## SCENARIO

You are being asked to review the video resume of a prospective job applicant. Assume that it is May of 1992 as you review this individual's qualifications.

You may assume that you have three job openings (see below) into which you could place this candidate. However, if you wish, you can choose to reject this candidate outright and seek additional candidates.

The three positions you have available are as follows:

- A. **HUMAN RESOURCES BENEFITS ANALYST:** An individual in this job collects and analyzes data to be used in analyzing the firm's benefits and designing appropriate benefits policies. This individual also conducts periodic reviews of company performance relative to short-term goals. He or she reviews cost data and develops reports in accordance with a supervisor's directives. This individual must be capable of working independently and have proven analytical skills. The individual holding this job works alone for the most part. There is a relatively short career ladder above this job; promotion potential is limited and there is little opportunity for contact with higher-level management. Entry-level salaries in comparable positions in other firms have ranged from \$18,000 to \$28,000 per year.
- B. **SALES REPRESENTATIVE:** An individual in this job will be rotated through a number of duties to be trained as a sales representative for the firm. Ultimate duties of the job will include extensive travel, high levels of customer contact, aggressive pursuit of new clients, and regular attendance as company representative at trade fairs and conferences and conventions. From this position one can move into sales management and from there into upper-level management within the marketing function. Entry-level salaries for comparable positions within other firms have ranged from \$20,000 to \$35,000 per year.
- C. **MANAGEMENT TRAINEE:** An individual in this job will be rotated through a number of departments (finance, marketing, production, human resource management, quality control, etc.) before being evaluated at the end of a year for final placement into a position in one of these departments. This position is generally viewed as a "fast-track" placement which utilizes only the most-qualified candidates. Movement from this position can be rapid, and individuals holding this job have frequent contact with upper-level management and with clients, suppliers and the public. Entry-level salaries for comparable positions within other firms have ranged from \$28,000 to \$45,000 per year.

FIGURE 14  
EXPERIMENT SCENARIO



**QUESTIONNAIRE REGARDING CANDIDATE:**

Please read these questions carefully and respond on the basis of the impression you have formed of this candidate. Please choose the response that best corresponds to your assessment of this individual. USE NO. 2 PENCIL & FILL BUBBLE COMPLETELY

**SECTION I: PLEASE INDICATE YOUR OVERALL IMPRESSION OF THIS CANDIDATE:**

	Strongly Disagree.....	1	2	3	Neutral.....	4	5	6	Strongly Agree.....	7
1. I would want to be this person's coworker.										
2. I would want to work for this person.										
3. I would want to be this individual's supervisor.										
4. I think this person would make a good boss.										
5. I think this person would be a highly productive employee.										
6. I think this person would make a very good spokesperson for an organization.										
7. I think this person is capable of working independently.										
8. I think this person will demonstrate initiative.										
9. I think this person will be self-motivated.										
10. I think this person will be a hard worker.										
11. I think this person has strong communication skills.										
12. I think this person has strong leadership skills.										
13. I think this person would perform well on the job.										
14. I think this person will be an effective decision-maker.										
15. I think this person has strong MANAGERIAL skills.										
16. I think this person has strong INTERPERSONAL skills.										

17. Give three adjectives to describe this individual's personality:

(A) \_\_\_\_\_ (B) \_\_\_\_\_ (C) \_\_\_\_\_

18. Give three adjectives to describe this individual's experience or work history:

(A) \_\_\_\_\_ (B) \_\_\_\_\_ (C) \_\_\_\_\_

19. Briefly, what would you say are this person's strengths?

20. Briefly, what would you say are this person's weaknesses?

**FIGURE 15**  
**QUESTIONNAIRE**

## SECTION II:

Please read the following items carefully and indicate your response by filling the bubble in front of the number you feel best describes this candidate:

21. Superior.....	1	2	3	Average.....	4	5	6	Inferior.....
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Weak.....	1	2	3	Average.....	4	5	6	Strong.....
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Unfriendly.....	1	2	3	Average.....	4	5	6	Friendly.....
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Energetic.....	1	2	3	Average.....	4	5	6	Sluggish.....
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Flexible.....	1	2	3	Average.....	4	5	6	Rigid.....
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Careless.....	1	2	3	Average.....	4	5	6	Careful.....
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Motivated.....	1	2	3	Average.....	4	5	6	Unmotivated.....
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Passive.....	1	2	3	Average.....	4	5	6	Active.....
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Unsuccessful.....	1	2	3	Average.....	4	5	6	Successful.....
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Unintelligent.....	1	2	3	Average.....	4	5	6	Intelligent.....
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Extroverted.....	1	2	3	Average.....	4	5	6	Introverted.....
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Attentive.....	1	2	3	Average.....	4	5	6	Inattentive.....
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Uncooperative.....	1	2	3	Average.....	4	5	6	Cooperative.....
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Unproductive.....	1	2	3	Average.....	4	5	6	Productive.....
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Articulate.....	1	2	3	Average.....	4	5	6	Inarticulate.....
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Feminine.....	1	2	3	Average.....	4	5	6	Masculine.....
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Questionnaire: p. 2

FIGURE 15 (Cont'd)

Do not mark outside this line

37. Decisive.....	1	2	3	Average.....	5	6	Indecisive
38. Incapable.....	1	2	3	Average.....	5	6	Capable
39. Uneducated.....	1	2	3	Average.....	5	6	Educated
40. Honest.....	1	2	3	Average.....	5	6	Dishonest
41. Hard-working.....	1	2	3	Average.....	5	6	Lazy
42. Untrustworthy.....	1	2	3	Average.....	5	6	Trustworthy
43. Ambitious.....	1	2	3	Average.....	5	6	Unambitious
44. Immature.....	1	2	3	Average.....	5	6	Mature
45. Popular.....	1	2	3	Average.....	5	6	Unpopular
46. Messy.....	1	2	3	Average.....	5	6	Neat
47. Happy.....	1	2	3	Average.....	5	6	Unhappy
48. Healthy.....	1	2	3	Average.....	5	6	Unhealthy
49. Insecure.....	1	2	3	Average.....	5	6	Secure
50. Undisciplined.....	1	2	3	Average.....	5	6	Disciplined
51. Confident.....	1	2	3	Average.....	5	6	Unsure
52. Attractive.....	1	2	3	Average.....	5	6	Unattractive

Questionnaire: P. 3

JPM form #01-07-1993 16:07 Generated by Scanning Dynamics Inc software.

FIGURE 15 (Cont'd)

## SECTION III

Please review the "Scenario" sheet and indicate your responses below.

53. Which position (if any) would you recommend that Leslie Anderson be hired into?
- ☐ A. Human Resources Benefits Analyst  
☐ B. Sales Representative  
☐ C. Management Trainee  
☐ D. Would not hire into any position

WHY?

54. I think this person will be very successful in this position.

Strongly Disagree.....Neutral.....Agree  
 1 2 3 4 5 6 7

55. What starting salary would you offer this individual?

\$ \_\_\_\_\_ per year

AS A CHECK ON THE ACCURACY OF YOUR FIRST IMPRESSION, PLEASE INDICATE WHAT YOU RECALL ABOUT THIS PERSON:  
 THIS CANDIDATE WAS:

56. MALE FEMALE
57. BLACK WHITE HISPANIC
58. THIN AVERAGE OVERWEIGHT
59. THIS CANDIDATE HAD: AN ASSOCIATE'S DEGREE A BACHELOR'S DEGREE A MASTER'S DEGREE
60. THIS CANDIDATE HAD: 0-3 YEARS' EXPERIENCE 4-6 YEARS' EXPERIENCE 7-9 YEARS' EXPERIENCE

61. Please fill in the circle of the number which most closely corresponds to your answer to this question:

When I viewed this videotape, there were \_\_\_\_\_ people or chairs between me and the TV monitor.

- ☐ 0  
☐ 1  
☐ 2  
☐ 3  
☐ 4  
☐ 5  
☐ 6  
☐ 7  
☐ 8  
☐ 9 or more

Questionnaire: P. 4

## RATER INFORMATION

## DEMOGRAPHIC DATA: SECTION A

In the study of social behavior it is useful to know as much as possible about the individuals providing the information. Please DESCRIBE YOURSELF by filling out the following questions as completely as possible. Your name is not requested and all information will be kept anonymous and confidential. PLEASE USE NO. 2 PENCIL AND FILL BUBBLE COMPLETELY

1. Sex: ☐ Female ☐ Male
2. Age: \_\_\_\_\_ 3. Height: \_\_\_\_\_ 4. Weight: \_\_\_\_\_
5. Please indicate your racial/ethnic background:
- ☐ (A) White/Caucasian
  - ☐ (B) African-American
  - ☐ (C) Hispanic
  - ☐ (D) Asian/Pacific Islander
  - ☐ (E) Native American/Inuit
  - ☐ (F) Other: \_\_\_\_\_
6. Hair Color: \_\_\_\_\_ 7. Eye Color: \_\_\_\_\_
8. Do you wear: ☐ Glasses ☐ Contact Lenses ☐ Both ☐ Neither
9. What is the highest level of education you have completed?
- ☐ (A) Eighth grade or less
  - ☐ (B) Some high school
  - ☐ (C) High school
  - ☐ (D) Some college
  - ☐ (E) College graduate
  - ☐ (F) Some graduate work
  - ☐ (G) Master's degree
  - ☐ (H) Graduate Work beyond master's degree
  - ☐ (I) Ph.D./Doctoral degree
10. If you are a student, what is your major? If you are not presently a student, what was your major area of study or primary training emphasis?
- Major/Education: \_\_\_\_\_
11. If you are employed, what is your job?
- Occupation: \_\_\_\_\_ OR \_\_\_\_\_
- Check here if you are not presently employed.
12. How long have you been in the workforce? Years: \_\_\_\_\_
13. What is/was your father's occupation, if any?
- Occupation: \_\_\_\_\_ OR \_\_\_\_\_
- Check here if he was/is not employed.
14. What is/was your father's highest level of educational attainment?
- Education:
- ☐ (A) Eighth grade or less
  - ☐ (B) Some high school
  - ☐ (C) High school
  - ☐ (D) Some college
  - ☐ (E) College graduate
  - ☐ (F) Some graduate work
  - ☐ (G) Master's degree
  - ☐ (H) Graduate work beyond master's degree
  - ☐ (I) Ph.D./Doctoral degree
15. What is/was your mother's occupation, if any?
- Occupation: \_\_\_\_\_ OR \_\_\_\_\_
- Check here if she was/is not employed.
16. What was your mother's highest level of educational attainment?
- Education:
- ☐ (A) Eighth grade or less
  - ☐ (B) Some high school
  - ☐ (C) High school
  - ☐ (D) Some college
  - ☐ (E) College graduate
  - ☐ (F) Some graduate work
  - ☐ (G) Master's degree
  - ☐ (H) Some graduate work beyond master's degree
  - ☐ (I) Ph.D./Doctoral degree

Questionnaire: P. 5

FIGURE 15 (Cont'd)

## SECTION B:

Please fill in the number of the response which best corresponds to how you see YOURSELF.

17. Weak.....Average.....Strong  
1 2 3 4 5 6 7

18. Energetic.....Average.....Sluggish  
1 2 3 4 5 6 7

19. Flexible.....Average.....Rigid  
1 2 3 4 5 6 7

20. Motivated.....Average.....Unmotivated  
1 2 3 4 5 6 7

21. Passive.....Average.....Active  
1 2 3 4 5 6 7

22. Unsuccessful.....Average.....Successful  
1 2 3 4 5 6 7

23. Extroverted.....Average.....Introverted  
1 2 3 4 5 6 7

24. Unintelligent.....Average.....Intelligent  
1 2 3 4 5 6 7

25. Feminine.....Average.....Masculine  
1 2 3 4 5 6 7

26. Decisive.....Average.....Indecisive  
1 2 3 4 5 6 7

27. Immature.....Average.....Mature  
1 2 3 4 5 6 7

28. Incapable.....Average.....Capable  
1 2 3 4 5 6 7

29. Healthy.....Average.....Unhealthy  
1 2 3 4 5 6 7

30. Undisciplined.....Average.....Disciplined  
1 2 3 4 5 6 7

31. Attractive.....Average.....Unattractive  
1 2 3 4 5 6 7

Questionnaire: P. 6

FIGURE 15 (Cont'd)

## MEMO

TO:

FROM: Gail E. Sype, Management/Marketing Department

RE: Experiment Administration

DATE:

Thank you for agreeing to conduct this experiment in your class. Accompanying this letter you will find a set of ratings packets; one packet should be provided to each individual who agrees to serve as a subject in the experiment. Also provided is a copy of the video resume which raters are asked to view.

You are asked to pass out packets to all raters and to start the video once everyone has received a packet. Ask raters to review the instructions provided in their ratings packets and give them a few minutes to review the materials enclosed. Also, ask raters to fill in the questionnaire as completely as possible. Please ask raters to FILL IN THE CIRCLES ON THE QUESTIONNAIRE rather than circling the numbers as the videotape recommends. Please stress to raters that they are being asked to indicate their FIRST IMPRESSIONS of the individual being viewed; PLEASE, DO NOT TELL RATERS ANY OTHER DETAILS THAT YOU MIGHT KNOW ABOUT THE PURPOSE OF THIS RESEARCH. Raters' familiarity with the detailed purposes of the research project could bias their responses. If you have already told students the purpose of the experiment, please do not let them see the video or fill in the questionnaires. Instead, call me and I will pick the materials back up from you.

Raters are asked to return all materials to their ratings packets and return the completed packets to you when they have finished the complete questionnaire. I will pick up the packets and the videotape (rewound, if possible) from you at a later date. Please let me know if you need me to return the VCR and monitor to the library.

Thank you again for your assistance in this endeavor.

P.S. Please inform students that they are asked not to discuss this experiment with other students. Thank you.

FIGURE 16  
INSTRUCTIONS TO EXPERIMENT ADMINISTRATORS

(Video Script)

"Hello. My name is Leslie Anderson and I'd like to take this opportunity --via videotape--to tell you a little about myself."

"I am a graduate student in the Master of Business Administration program at Peoria State University. I expect to graduate this summer and am seeking employment beginning immediately thereafter."

"Let me begin by telling you about my educational background. I have majored in general business at Peoria State, and have a minor in the area of marketing. My overall grade point average is 3.3 and I have carried a course load of six to ten credits per term. The MBA program took me two years to complete because for both of those years, I also worked as the store manager for Hartwig Florals here in Peoria."

"My undergraduate degree was received in 1985. I have a BBA from Central State University in Greenwood, Wisconsin. I had a major in finance and a minor in Spanish. My overall GPA at Central State was 3.25."

"Prior to coming into the MBA program, I spent a year travelling extensively throughout Central and South America. I had always been interested in that area of the world and decided to take the opportunity to explore it while I had the chance. I had minored in Spanish as an undergraduate and took the opportunity to increase my fluency and my understanding of those cultures at the same time."

"In summary, then: My undergraduate degree in business was obtained at Central State University in 1985. I had a major in finance and a minor in Spanish. After graduation I worked for about a year and a half as a sales representative for Superior Restaurant Supplies of Waukegan. I left that position to work for a year and a half as a credit analyst for Martin's Furniture. I then spent two years as a payroll clerk for Evans' Greenhouse. Both of these firms were also in Waukegan. I then moved to Peoria after a year in South America to enter the MBA program and have worked for the past two years as the store manager for Hartwig Florals. I am majoring in general business at Peoria State and have a minor in marketing."

"Special skills that you may be interested in are these: I am fluent in Spanish, familiar with central and south American cultures, and am familiar with several inventory control and spreadsheet programs. My hobbies are travel, biking, and reading."

"I would like an opportunity to discuss my experience with you further. My phone number and address are provided on the enclosed data sheet. Please feel free to call me with questions or to schedule an interview. Thank you for your time."

FIGURE 17  
FINAL SCRIPT USED IN VIDEO



### **6.3.3 The Dependent Variables**

The null hypothesis for this experiment was that the mean ratings of all candidates' qualifications would be approximately equal. However, from the prior research which has been conducted in this field, several hypotheses can identified (see Research Issues and Hypotheses section, page 62, above). In brief, however, the following hypotheses were tested:

First, although qualifications and verbal statements were held constant across candidates, the persistent social prejudice against the obese was expected to produce results reflecting more negative ratings for the obese candidates than average-weight candidates. The general negative stereotype of the obese could also lead to average-weight candidates' being evaluated more positively for positions which require greater contact with others, such as sales or managerial positions (Klassen, 1987). Obese candidates will receive lower ratings on measures designed to tap applicant "likability" and "employability;" that is, questions that are designed to assess the extent to which raters view the candidate positively or negatively in terms of their personality and work experience.

The questionnaire used in this research to measure these outcomes was designed for use in this study. The first sixteen items in the questionnaire are 7-point Likert-scale items, with endpoints of "strongly disagree" and "strongly agree" and which ask subjects to respond in general to measures of the candidate's "likability," which include questions about preferences for the individual as a co-worker, supervisor, or subordinate.

Measures of the candidate's "employability" include questions regarding the individual's capacity to be a good boss, to be productive, to be an effective spokesperson and use good communication skills, to be an effective leader, to be self-directed, and other related aspects of performance. Included are questions which assess the candidate's desirability as a coworker, a supervisor, a subordinate, as a spokesperson for an organization, and as a manager in general. Also included are items which ask the respondent to indicate the extent to which she or he agrees that the candidate viewed has strong skills in areas such as communication, decision-making, leadership, performance, and self-direction. See Figure 15, pages 90 - 95 for a copy of the questionnaire.

In an attempt to assess whether there were other influences on raters' responses that were not tapped by the first set of questions, questions seventeen through twenty asked respondents to generate qualitative, descriptive reactions to the candidate. In item seventeen, raters were asked to provide three adjectives to describe the applicant's personality. In question eighteen, respondents were asked to give three adjectives to describe the candidate's work history. Question nineteen asked raters to briefly describe the candidate's strengths and question twenty asked for a description of the candidate's weaknesses. Responses to the adjective requests were alphabetized by candidate and coded as being positive, negative, or "neutral" in content. Responses to the "strengths" and "weaknesses" questions were coded as to what domain they tapped. While no firm conclusions will be drawn about these descriptors, they did provide additional insights into the perceptions of the candidates by each group of raters. The goal of their inclusion was to provide an opportunity to tap into responses that might not be generated by the domains covered within items 1-16.

Given that all respondents rated candidates with the same qualifications and that the level of attractiveness (exclusive of the manipulation of the perceived weight of the candidate) and the verbal statements of the candidates were held constant across the candidates, one would expect approximately equal ratings for all four "candidates" if no bias were operating. However, given the preference in the general population for physical attractiveness, biases against the obese candidates, and especially the obese female candidate, were expected to influence outcome variables. The obese candidates were thus expected to generate lower ratings on items one through sixteen, with the obese female candidate expected to receive the lowest ratings.

As an additional measure of their perceptions of the candidate, respondents were also asked to respond to semantic differential scales used to assess perceptions of the candidate's personality and attributes. This scale consisted of the items found on pages two and three of the questionnaire (see Figure 15, pages 90-95) and are items 21 through 52 of the questionnaire. These ratings scales are based on the original work done by Osgood (1957) and his colleagues. Scores across items were compared to assess differences in evaluations of the four candidates. If significant trends had been found, an exploratory factor analysis was planned to assess differences in the dimensions underlying the ratings of each candidate. Items included in the semantic-differential scale were drawn from the literature on obesity, physical attractiveness and characterizations of managers in general.

Specifically, the items which tested strength, potency, self-control, healthiness and security (the polar opposites of "weak-strong," "energetic-sluggish," "passive-active,"

"careless-careful," "immature-mature," "popular-unpopular," "messy-neat," "healthy-unhealthy," "insecure-secure," and "undisciplined-disciplined") were included because the adjectives "weak," "sluggish," "passive," "careless," "immature," "unpopular," "messy," "unhealthy," "insecure" and "undisciplined" are often used to characterize the obese.

Also included in the semantic differential scale were adjectives which have often been used to characterize the physically attractive or which are representative of the higher levels of positive social outcomes which the attractive are presumed to possess (the polar opposites of "superior-inferior," "unfriendly-friendly," "successful-unsuccessful," "unintelligent-intelligent," "articulate-inarticulate," "incapable-capable," "honest-dishonest," "untrustworthy-trustworthy," "happy-unhappy," "confident-unsure," and "attractive-unattractive").

The remaining items included were based on dimensions often used as descriptors of managers in general. Drawn from the work of Heilman et al. (1979, 1984, 1989), the items ask respondents to assess characteristics of the individual which could be relevant to managerial performance (i.e., "flexible-rigid," "motivated-unmotivated," "extroverted-introverted," "attentive-inattentive," "uncooperative-cooperative," "unproductive-productive," "decisive-indecisive," "uneducated-educated," "hard working-lazy," "ambitious-unambitious").

In addition to the measures designed to tap likability and employability, raters were asked to indicate their evaluations of the candidate's suitability for different

positions by indicating whether they would hire the applicant and if so, into what sort of position (question 53 on page 4 of the questionnaire; see Figure 15, page 93). Raters were also provided space (item 53b) to indicate (in free-form written response) their reasons for selecting the candidate for a specific position. Respondents were also asked to rate the candidate's likelihood of job success (item 54) and indicate a starting salary for the candidate if they chose to hire the individual (item 55).

When making specific job assignments, raters reviewed descriptions of three different positions open within an organization and were asked to indicate whether they would choose to hire this person and, upon hiring, where they would prefer to place this candidate. One dependent variable, therefore, was raters' decisions to hire or not to hire the candidate. A second related dependent variable was the nature of the position that was recommended, if a decision to hire was made. A third dependent variable was the average salary level offered within each condition, since raters who recommended hiring were also asked to indicate a recommended starting salary for the candidate.

The three positions given as options for placement include the position of Human Resources Benefits Analyst, Sales Representative, and Management Trainee. (More extensive descriptions are provided in the "Scenario" page; see Figure 14, page 89). Each position was chosen in an effort to describe jobs which would represent a spectrum of desirability and visibility within a corporation.

The Human Resources Benefits Analyst is the position which is least desirable. It offers the lowest salary levels and is limited in terms of potential for promotion and visibility to upper-level management. This job offers few opportunities for social

interaction or work-related contact with others, whether they might be internal staff or the public.

The Sales Representative position is intended as a position of moderate desirability. It is described as involving more contact with outsiders, requiring more travel, and being more lucrative than the Human Resources Benefits Analyst position. It is hypothesized that obese candidates will be less likely to be assigned to this position, since the literature indicates that there is a reluctance to assign obese individuals to sales jobs (Everett, 1990; Bellizzi et al., 1989).

The Management Trainee position is intended as the most desirable position. It offers more career opportunities, more access to upper level management, and the greatest possibility for financial remuneration. This position also requires relatively high levels of contact with outsiders and with upper-level management. In line with the findings reported herein, it is hypothesized that raters will be unlikely to assign obese candidates (Baum, 1987) or female candidates (Heilman et al, 1979, 1985, 1989) to this position.

A manipulation check of a group of undergraduate student raters' perceptions of these positions indicated that raters did generally perceive the jobs in the intended hierarchy of desirability. Thirty-three undergraduate student raters (a group different from the previous sets of pretest raters; demographic data not collected on this group of subjects) reviewed the position descriptions and ranked jobs in "1, 2, 3" order (from greatest to least desirability). Results indicated that raters perceived the Human Resources Benefits Analyst position as least desirable (mean = 2.39, S.D. = .78) and the Management Trainee position as most desirable (mean = 1.39, S.D.=.65). Results were mixed

regarding evaluations of the Sales Representative position, in that it was rated as significantly less desirable than the Management Trainee position (mean = 2.21, S.D. = .64), but was not significantly different from the mean desirability rating of the Human Resources Benefits Analyst position. The value obtained for Sales Representative, however, is not significantly different from the value of "2," indicating moderate desirability.

In addition to respondents' hiring preferences, their general perceptions of the candidate were assessed. Raters were asked to respond to a series of questions regarding their perceptions of the candidate's desirability as supervisor, coworker, and subordinate. Respondents were also asked to rate the extent to which the candidate is likely to succeed, and to respond to questions about the individual's likability and suitability for employment, and their general level of job-related skills (see page 1 of the questionnaire, Figure 15, page 90). Since it is possible that ratings on different variables may be interrelated, analysis of covariance was utilized to determine the degree of interrelationship among these outcome variables.

As a manipulation check, raters were asked to indicate whether the candidate they viewed was male or female; black, white or Hispanic; and thin, average, or overweight (items 56, 57, 58). They were also asked to indicate the candidate's level of education (associate's, bachelor's, or master's degree) and the amount of experience the candidate possessed (0-3 years, 4-6 years, or 7-9 years) (items 59 and 60).

Additionally, it was felt that since the key stimulus was presented in a video format, the possibility existed that individuals' ratings might be affected by how clearly they could see the stimulus individual. Thus it was determined that a measure of distance

from the video screen should be recorded to assess the possible influence of location on rater perceptions. Accordingly, item 61 asked subjects to indicate how many "people or chairs" there were between the viewer and the video monitor. They had ten response choices, ranging from "0" to "9 or more." Responses were then collapsed into three categories ("0-3," "4-6" and "7-9+" chairs) for purposes of analysis. The frequencies of people in each response category are listed in Table 1, which follows.

These categories were then used as predictors for the items of candidate salary (question 55), candidate race, gender, education and experience to determine if location might have had an effect on raters' perceptions. As can be seen in Table 2, the rater's location did not significantly affect values on any of the other variables.

TABLE 1  
FREQUENCIES OF RESPONDENT LOCATION

Value Label	Value	Frequency	Percent	Valid Percent	Cum Percent
9 People Or Chairs	0	9	3.1	3.1	3.1
0 People Or Chairs	1	84	28.5	28.5	31.5
1 People Or Chairs	2	54	18.3	18.3	49.8
2 People Or Chairs	3	41	13.9	13.9	63.7
3 People Or Chairs	4	48	16.3	16.3	80.0
4 People Or Chairs	5	27	9.2	9.2	89.2
5 People Or Chairs	6	10	3.4	3.4	92.5
6 People Or Chairs	7	17	5.8	5.8	98.3
7 People Or Chairs	8	3	1.0	1.0	99.3
8 People Or Chairs	9	2	.7	.7	100.0
Total		295	100.0	100.0	
Mean: 2.925      Std dev.: 1.964      Minimum: .000      Maximum: 9.000					
Valid cases	295	Missing cases	0		



**TABLE 2**  
**INFLUENCE OF LOCATION ON RATER ASSESSMENTS**

## Cell Means and Standard Deviations

Variable .. CANDSAL		Starting Salary Offered		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECINF	Comb. 0-3 chairs	22664.319	9397.347	213	21395.061	23933.577
RECINF	Comb. 4-6 chairs	22067.833	8789.903	48	19515.511	24620.155
For entire sample		22554.621	9275.074	261	21424.118	23685.123

## EFFECT .. RECINF Univariate F-tests with (1,259) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
CANDSAL	13937366.49052	22353081496.9577	13937366.49052	86305333.96509	.16149	.688

---

Variable .. CANDSEX		Candidate's Sex		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECINF	Comb. 0-3 chairs	1.502	.501	213	1.435	1.570
RECINF	Comb. 4-6 chairs	1.542	.504	48	1.395	1.688
For entire sample		1.510	.501	261	1.449	1.571

## EFFECT .. RECINF Univariate F-tests with (1,259) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
CANDSEX	.06056	65.16549	.06056	.25160	.24070	.624

---

Variable .. CANDRACE		Candidate's Race		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECINF	Comb. 0-3 chairs	2.000	.000	213	2.000	2.000
RECINF	Comb. 4-6 chairs	2.000	.000	48	2.000	2.000
For entire sample		2.000	.000	261	2.000	2.000

## EFFECT .. RECINF Univariate F-tests with (1,259) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
CANDRACE	.00000	.00000	.00000	.00000	.	.

---

Variable .. CANDWT		Candidate's Weight		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECINF	Comb. 0-3 chairs	2.338	.548	213	2.264	2.412
RECINF	Comb. 4-6 chairs	2.375	.531	48	2.221	2.529
For entire sample		2.345	.544	261	2.279	2.411

## EFFECT .. RECINF Univariate F-tests with (1,259) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
CANDWT	.05355	76.91197	.05355	.29696	.18031	.671

TABLE 2 (Cont'd)

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Variable .. CANDDEG		Candidate's Degree					
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval		
RECINF	Comb. 0-3 chairs	2.620	.487	213	2.554	2.685	
RECINF	Comb. 4-6 chairs	2.562	.501	48	2.417	2.708	
For entire sample		2.609	.489	261	2.550	2.669	
EFFECT .. RECINF Univariate F-tests with (1,259) D. F.							
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F	
CANDDEG	.12825	62.00968	.12825	.23942	.53566	.465	
-----							
Variable .. CANDEXP		Candidate's Experience					
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval		
RECINF	Comb. 0-3 chairs	2.080	.539	213	2.007	2.153	
RECINF	Comb. 4-6 chairs	2.146	.505	48	1.999	2.292	
For entire sample		2.092	.533	261	2.027	2.157	
EFFECT .. RECINF Univariate F-tests with (1,259) D. F.							
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F	
CANDEXP	.17074	73.62236	.17074	.28426	.60067	.439	
-----							
Variable .. CANDSAL		Starting Salary Offered					
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval		
RECINF	Comb. 4-6 chairs	22067.833	8789.903	48	19515.511	24620.155	
RECINF	Comb. 7-9+ chairs	24833.333	8408.149	12	19491.051	30175.616	
For entire sample		22620.933	8716.262	60	20369.284	24872.583	
EFFECT .. RECINF Univariate F-tests with (1,58) D. F.							
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F	
CANDSAL	73420706.40000	4408999337.33333	73420706.40000	76017229.95402	.96584	.330	
-----							
Variable .. CANDSEX		Candidate's Sex					
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval		
RECINF	Comb. 4-6 chairs	1.542	.504	48	1.395	1.688	
RECINF	Comb. 7-9+ chairs	1.667	.492	12	1.354	1.980	
For entire sample		1.567	.500	60	1.438	1.696	
EFFECT .. RECINF Univariate F-tests with (1,58) D. F.							
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F	
CANDSEX	.15000	14.58333	.15000	.25144	.59657	.443	

TABLE 2 (Cont'd)

Variable .. CANDRACE		Candidate's Race		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECINF	Comb. 4-6 chairs	2.000	.000	48	2.000	2.000
RECINF	Comb. 7-9+ chairs	2.000	.000	12	2.000	2.000
For entire sample		2.000	.000	60	2.000	2.000

EFFECT .. RECINF Univariate F-tests with (1,58) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
CANDRACE	.00000	.00000	.00000	.00000	.	.

Variable .. CANDWT		Candidate's Weight		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECINF	Comb. 4-6 chairs	2.375	.531	48	2.221	2.529
RECINF	Comb. 7-9+ chairs	2.250	.452	12	1.963	2.537
For entire sample		2.350	.515	60	2.217	2.483

EFFECT .. RECINF Univariate F-tests with (1,58) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
CANDWT	.15000	15.50000	.15000	.26724	.56129	.457

Variable .. CANDDEG		Candidate's Degree		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECINF	Comb. 4-6 chairs	2.562	.501	48	2.417	2.708
RECINF	Comb. 7-9+ chairs	2.583	.515	12	2.256	2.911
For entire sample		2.567	.500	60	2.438	2.696

EFFECT .. RECINF Univariate F-tests with (1,58) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
CANDDEG	.00417	14.72917	.00417	.25395	.01641	.899

Variable .. CANDEXP		Candidate's Experience		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECINF	Comb. 4-6 chairs	2.146	.505	48	1.999	2.292
RECINF	Comb. 7-9+ chairs	2.083	.515	12	1.756	2.411
For entire sample		2.133	.503	60	2.003	2.263

EFFECT .. RECINF Univariate F-tests with (1,58) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
CANDEXP	.03750	14.89583	.03750	.25682	.14601	.704

TABLE 2 (Cont'd)

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Cell Means and Standard Deviations

Variable .. CANDSAL		Starting Salary Offered		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECINF	Comb. 0-3 chairs	22664.319	9397.347	213	21395.061	23933.577
RECINF	Comb. 4-6 chairs	22067.833	8789.903	48	19515.511	24620.155
RECINF	Comb. 7-9+ chairs	24833.333	8408.149	12	19491.051	30175.616
For entire sample		22654.784	9236.329	273	21554.251	23755.316

## EFFECT .. RECINF Univariate F-tests with (2,270) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
CANDSAL	73508824.62467	23130748163.6244	36754412.31234	85669437.64305	.42903	.652

Variable .. CANDSEX		Candidate's Sex		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECINF	Comb. 0-3 chairs	1.502	.501	213	1.435	1.570
RECINF	Comb. 4-6 chairs	1.542	.504	48	1.395	1.688
RECINF	Comb. 7-9+ chairs	1.667	.492	12	1.354	1.980
For entire sample		1.516	.501	273	1.457	1.576

## EFFECT .. RECINF Univariate F-tests with (2,270) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
CANDSEX	.34366	67.83216	.17183	.25123	.68396	.505

Variable .. CANDRACE		Candidate's Race		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECINF	Comb. 0-3 chairs	2.000	.000	213	2.000	2.000
RECINF	Comb. 4-6 chairs	2.000	.000	48	2.000	2.000
RECINF	Comb. 7-9 chairs	2.000	.000	12	2.000	2.000
For entire sample		2.000	.000	273	2.000	2.000

## EFFECT .. RECINF Univariate F-tests with (2,270) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
CANDRACE	.00000	.00000	.00000	.00000	.	.

Variable .. CANDWT		Candidate's Weight		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECINF	Comb. 0-3 chairs	2.338	.548	213	2.264	2.412
RECINF	Comb. 4-6 chairs	2.375	.531	48	2.221	2.529
RECINF	Comb. 7-9+ chairs	2.250	.452	12	1.963	2.537
For entire sample		2.341	.540	273	2.276	2.405

## EFFECT .. RECINF Univariate F-tests with (2,270) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
CANDWT	.15671	79.16197	.07835	.29319	.26725	.766

**TABLE 2 (Cont'd)**

Variable .. CANDDEG		Candidate's Degree		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECINF	Comb. 0-3 chairs	2.620	.487	213	2.554	2.685
RECINF	Comb. 4-6 chairs	2.562	.501	48	2.417	2.708
RECINF	Comb. 7-9+ chairs	2.583	.515	12	2.256	2.911
For entire sample		2.608	.489	273	2.550	2.666

EFFECT .. RECINF Univariate F-tests with (2,270) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
CANDDEG	.13592	64.92635	.06796	.24047	.28262	.754

Variable .. CANDEXP		Candidate's Experience		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECINF	Comb. 0-3 chairs	2.080	.539	213	2.007	2.153
RECINF	Comb. 4-6 chairs	2.146	.505	48	1.999	2.292
RECINF	Comb. 7-9+ chairs	2.083	.515	12	1.756	2.411
For entire sample		2.092	.531	273	2.028	2.155

EFFECT .. RECINF Univariate F-tests with (2,270) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
CANDEXP	.17160	76.53903	.08580	.28348	.30266	.739

#### 6.3.4 Rater Demographics

Demographic data was gathered on raters (see page 5 of the questionnaire, Figure 15, page 94). Morrow's (1990) work hypothesized the influence of perceived similarity between rater and applicant as a positive influence on applicant likability. Work by Kennedy and Homants (1982) indicated differential patterns of responses toward obese candidates depending upon the undergraduate background of the respondents. Given these findings, and given that much of the work regarding the study of obesity has explored rater reactions rather than rater characteristics, there is a need to assess covariates of prejudice toward the obese. Rater gender and age were assessed as covariates, as were rater weight status (obese/nonobese), and rater socioeconomic status (SES).

The first item included in the list of rater demographics (item 1) was the gender of the raters. 295 subjects completed the experiment. There were 115 males (39% of the total) and 180 females (61%) in the sample. Males and females were found in the four experimental conditions in the numbers listed in Table 3.

**TABLE 3**  
**DISTRIBUTION OF MALES AND FEMALES BY EXPERIMENTAL CONDITION**

<b>CANDIDATE</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
	<b>(Avg-Wt. Male)</b>	<b>(Avg-Wt. Fem.)</b>	<b>(Overwt. Male)</b>	<b>(Overwt. Fem.)</b>
<b>MALES</b>	27	21	32	35
	(38.6% of this subgroup)	(25% of this subgroup)	(47% of this subgroup)	(48% of this subgroup)
<b>FEMALES</b>	43	63	36	38
	(61.4% of this subgroup)	(75% of this subgroup)	(53% of this subgroup)	(52% of this subgroup)
<b>TOTALS:</b>	70	84	68	73

Raters were also asked to indicate their age (item 2). The average age of subjects in the experiment was 34; the average age of respondents within each experimental condition was as follows:

Candidate A: 34.8 years	Candidate B: 34.4 years
Candidate C: 35.1 years;	Candidate D: 32.0 years.

Analysis of variance indicated that these values were not significantly different from each other at  $p < .05$ .

Raters were then asked to indicate their height and weight (items 3 and 4). These values were used to generate an index of obesity by comparing rater characteristics with general population characteristics. Rater obese/nonobese status was assessed via the use of standard height-weight tables devised by Metropolitan Life Insurance (see Figure 6, page 74 for a copy of this table). These values are used to represent the ideal height/weight combinations which indicate the lowest risk of morbidity or mortality. The original table provided ideal weights for small, medium and large frames; given that it was not possible to assess whether each individual respondent was of a small, medium, or large frame, the endpoints of each set of ranges for a given height were averaged together to arrive at a single index which was applied to all respondents (see Figure 6, page 74). These height-weight values were used to calculate an obesity index for each individual. Subjects who were 20% or more above height-weight limits given in Figure 6 were classified as obese; all others were classified as non-obese. The frequencies of individuals falling into these categories were as listed in Table 4.

**TABLE 4**  
**FREQUENCY OF RESPONDENTS' OBESITY**

	<u>Obese</u>	<u>Non-Obese</u>
Candidate A	12	55
	(17.9% of this subgroup)	(82.1% of this subgroup)
Candidate B	6	74
	(7.5% of this subgroup)	(92.5% of this subgroup)
Candidate C	12	53
	(18.5% of this subgroup)	(81.5% of this subgroup)
Candidate D	16	56
	(22.2% of this subgroup)	(77.8% of this subgroup)
TOTALS:	46	238
	(16.2% of total)	(83.8% of total)

Raters were asked to indicate their ethnic/racial background (item 5). Of the 295 subjects, 269 (91.2%) were Caucasian, 13 (4.4%) were African-American, 3 were Hispanic (1%), 7 were Asian/ Pacific Islanders (2.4%), 1 was Native American/Inuit (.3%), and 2 people classified themselves as "Other" ethnicity (.7%).

Respondents were asked to indicate their hair color (item 6) and eye color (item 7). They were also asked whether they wore corrective lenses of any sort. These demographic items were not subjected to analysis since their purpose in inclusion was primarily distraction; it was hoped that their inclusion within the questionnaire would make the items of height and weight less salient to raters as possible variables of interest.

Item 9 within the demographics asked raters to indicate the highest level of education that they had completed. Given that nearly all subject were graduate students, virtually all had completed "some graduate work" (response F). Level of education was requested, as was information on occupation (item 11), so that rater socioeconomic status (SES) could be measured.



In terms of their levels of educational attainment, subjects had the following characteristics (see Table 5, below)

**TABLE 5**  
**SUBJECTS' EDUCATIONAL ATTAINMENT**

<b>Educational Level</b>	<b>Number</b>	<b>Percent of Total</b>
Some College	13	4.5%
College Graduate	18	6.2%
Some Graduate Work	224	75.9%
Master's Degree	21	7.1%
Work Beyond Master's	14	4.8%
Ph.D./Doctoral Degree	2	0.7%
Multiple/Missing Answers	3	1.0%

---

The number of years of work experience was also assessed (item 12), with the following results: Subjects in the sample had an average number of 11.85 years of work experience, with the mean number of years of work experience for raters in each condition being as follows:

**TABLE 6**  
**RATERS' WORK EXPERIENCE**

<b><u>CANDIDATE</u></b>	<b><u>MEAN NO. OF YEARS</u></b>	<b><u>S.D.</u></b>	<b><u>N</u></b>
Candidate A	13.37 years	7.38	68
Candidate B	10.74 years	8.04	80
Candidate C	13.23 years	7.59	64
<u>Candidate D</u>	<u>10.31 years</u>	<u>6.59</u>	<u>67</u>

These results indicate that subjects viewing candidate A had significantly more work experience than subjects viewing candidates B and D ( $p < .05$ ); subjects viewing candidate C also had more work experience than those viewing candidates B and D, but this difference only approached statistical significance ( $p = .06$ ).

Subjects were also asked to indicate their major (item 10). This item was included because it has been found in previous research (Homant and Kennedy, 1982) that individuals from different academic backgrounds tend to rate differently. Subjects were classified as business or non-business majors and the frequencies in each category were as follows:

**TABLE 7**  
**FREQUENCIES OF BUSINESS/NON-BUSINESS MAJORS IN RATING POOL**

	Business	Non-Business
Candidate A	37	33
Candidate B	29	55
Candidate C	31	36
Candidate D	37	35
TOTAL	134	159

Rater SES (items 11 and 13 through 16) is of interest because obesity has been shown to be correlated with lower SES (Sobol and Stunkard, 1990). If lower SES is related to higher incidences of obesity, then individuals of lower socioeconomic status may respond more leniently to obesity because it is a characteristic familiar to them. A

measure of occupation was desirable because, as is noted by Powers, "occupation is the most adequate single indicator of position in a complex stratification system" (1981, p. 2). However, as Powers (1981) also noted, education is also a useful indicator of status and may be considered as an adjunct to the measure of occupation (p. 7).

The Hollingshead 2-factor (education and occupation) measure of socioeconomic status was used to evaluate the SES of the rater. Responses regarding demographic characteristics were analyzed via analysis of covariance to determine if there were any findings regarding the personal attributes of raters which correlate with prejudice (or lack thereof) against the obese. This procedure, as described in Miller (1977), combines level of education with occupation to produce an index of socioeconomic status. Specifically, the Hollingshead measure combines level of education with occupation to produce an overall score for an individual which places them into one of five categories:

- Category 1: Upper Class
- Category 2: Upper-Middle Class
- Category 3: Lower-Middle Class
- Category 4: Upper-Lower Class
- Category 5: Lower Class

Since education contributes a significant portion of the variance on this measure and since the majority of subjects were graduate students, there is relatively little variance within this category. Many subjects were classified as being in category two (upper-middle class) primarily on the basis of their level of educational attainment. Due to this restriction of range, there were not sufficient subjects in the other categories to analyze socioeconomic status as a covariate of ratings.

Table 8 details subjects' ranking according to socioeconomic status by candidate.

**TABLE 8**  
**RESPONDENTS' SOCIOECONOMIC STATUS**

<b>CANDIDATE:</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Upper-Class	4	6	2	10
Upper-Middle Class	56	60	57	47
Lower-Middle Class	5	6	1	8
Upper-Lower Class	4	10	0	1
Lower Class	0	0	0	1
<b>TOTALS:</b>	<b>69</b>	<b>82</b>	<b>60</b>	<b>67</b>

#### 6.4 Research Design Summary

Final research analysis consisted of, first, an examination of the outcome variables directly related to employment. That is, did respondents recommend hiring the candidate; if so, into what job; and at what starting salary (questions 53 and 55)? When hiring recommendations were made, were there differences across candidates and/or jobs in the level of confidence the rater had regarding the candidate's success (item 54)?

Second, the pattern of responses to "likability" and "employability" questions was analyzed to determine if there were differences in patterns of responses which underlay raters' decisions.

Third, the underlying dimensions of the semantic differential scale were analyzed to determine differences across experimental conditions. Fourth, "free-form" responses were analyzed to see if conclusions could be drawn about the positives and negatives perceived and reported by the raters themselves. Finally, rater demographics were analyzed to determine if there were rater factors which covaried with differences in ratings across conditions.

## **CHAPTER SEVEN**

### **ASSESSMENT OF HYPOTHESES: QUANTITATIVE RESULTS**

#### **7.1 Introduction**

Results obtained were subjected to MANOVA (multivariate analysis of variance) techniques using the SPSS statistical package to analyze unweighted means. The results of the quantitative questionnaire items will be presented in relation to each hypothesis. Then data will be presented which is concerned with (a) whether there are influences on ratings that should be assessed and (b) whether raters' responses were based on accurate perceptions of the candidates' work history and other characteristics.

Qualitative data (candidate descriptors, strengths, weaknesses and job choice rationales) will be discussed in a subsequent chapter.

#### **7.2 Assessment of Hypotheses**

##### **7.2.1 Assessment of Hypothesis One**

**H1. Obese individuals will be less likely to be selected than normal-weight individuals.**

This hypothesis was measured by question 53, which asked respondents to indicate whether they would hire the candidate and, if a hiring choice were made, into what job they would place the candidate. The following discussion details the results of that question.

According to the relationships hypothesized herein, the obese applicants (Candidates C and D) should show the highest rate of being indicated as a "Would Not Hire" across the four conditions.

Table 9 outlines the hiring recommendations made by raters. The first number indicates the number of respondents selecting that option; the figure in percentages indicates the percentage of respondents within that condition who chose that option.

As can be seen from the results therein, hypothesis one was not supported. The obese candidates (Candidates C and D) were not more likely to be refused a job. Rather, the candidate who garnered the highest proportion of refusals was the average-weight female (Candidate B). The proportion of respondents who refused to hire Candidate B was significantly higher than the proportion of respondents in any other category who made this choice. Comparing candidate B to candidate D,  $z = 2.33$ , significant at  $p < .05$ . Comparing candidate B to candidate A,  $z = 1.68$ , not significant at  $p < .05$ .





**TABLE 9**  
**HIRING RECOMMENDATIONS BY RATERS**

	Avg. Weight Male	Avg. Weight Female	Obese Male	Obese Female
	CANDID. A	CANDID. B	CANDID. C	CANDID. D
<hr/> <b>JOB CATEGORY:</b>				
<b>NO HIRE</b>	<b>8</b> (11.4%)	<b>18</b> (21.7%)	<b>6</b> (9.1%)	<b>6</b> (8.2%)
<b>HRB ANAL.</b>	<b>18</b> (25.7%)	<b>15</b> (18.1%)	<b>17</b> (25.8%)	<b>28</b> (38.4%)
<b>SALES REP.</b>	<b>31</b> (44.3%)	<b>28</b> (33.7%)	<b>29</b> (43.9%)	<b>24</b> (32.9%)
<b>MGMT. TRAINEE</b>	<b>13</b> (18.6%)	<b>22</b> (26.5%)	<b>14</b> (21.2%)	<b>15</b> (20.5%)
<b>TOTAL:</b>	<b>70</b>	<b>83</b>	<b>66</b>	<b>73</b>

For the position of Human Resources Benefits Analyst, the test of proportions indicates that the proportion of respondents viewing Candidate A and allocating him to this position and the proportion viewing Candidate C and making the same selection are not significantly different ( $z = .135$ , not significant at  $p < .05$ ). Results indicate that proportions of respondents viewing each candidate and assigning that candidate to the Human Resources Benefits Analyst position are not significantly different from one

another except when comparing candidate B to candidate D. Respondents were significantly more likely to assign candidate D to the job than were respondents viewing candidate B ( $z = 2.9$ , significant at  $p < .05$ ).

For the position of Sales Representative, similarly, the respondents did not significantly differ across candidates in the proportions which they assigned to this position. These proportions, though marginally different from one another, are not statistically different from one another. Comparing candidate A to candidate C,  $z = .05$ , not significant at  $p < .05$ . Comparing candidate B to candidate D,  $z = .11$ , not significant at  $p < .05$ . Comparing candidate B to candidate D,  $z = 1.28$ , not significant at  $p < .05$ .

For the Management Trainee position, the proportions of respondents allocating candidates into these positions did not significantly differ from one another across the conditions. Comparing candidate B to candidate A (the largest difference between proportions),  $z = 1.16$ , not significant at  $p < .05$ . Comparing candidate A to candidate D,  $z = .30$ , not significant at  $p < .05$ . Comparing candidate C to candidate D,  $z = .10$ , not significant at  $p < .05$ .

To summarize across the candidates: This hypothesis was not supported. Obese individuals were not more likely to be refused employment; rather, it was the average-weight female applicant who was most likely to be refused, whereas the obese

female candidate was significantly more likely to be placed in the least desirable job; no effect of obesity was seen upon the placement choices made regarding the "overweight" male stimulus. Very little variance in candidate placement occurred. The average-weight female candidate was more likely than the obese female candidate to be denied employment. The obese female candidate was more likely than the average-weight female candidate to be assigned to the least desirable job (Human Resources Benefits Analyst). No differences were seen in the proportions of hiring preferences allocated to the male candidates. Certainly no influence of obesity can be detected upon raters' reactions to Candidate C as indicated by their hiring choices. The only possible influence of candidate obesity upon rater hiring actions was a greater likelihood that the obese female would be assigned to a less-desirable job than the average-weight female.

### 7.2.2 Assessment of Hypothesis Two

H2. Obese individuals will be less likely to be preferred as potential coworkers, supervisors or subordinates.

This hypothesis was measured by assessing raters' responses to the first sixteen items of the questionnaire (see Figure 15, pages 89 and 90). Respondents were asked to rate the candidate by responding to a series of items such as, "I would want to be this person's coworker," or "I think this person will be self-motivated." Respondents were asked to indicate their levels of agreement with each statement. Levels of agreement were measured on a Likert scale, with values from one to seven (with one being "strongly

disagree," four being "neutral," and seven representing "strongly agree." As was indicated earlier, it was hypothesized that responses to these questions would indicate raters' perceptions of the candidates' likability and employment skills. It was expected that the obese female candidate (Candidate D) would show results which indicated lower levels of agreement with statements such as "I would want to be this person's coworker" or "I would want to work for this person."

This hypothesis was not supported. There were no significant differences in the mean ratings assigned to the candidates on any of the sixteen items (see Table 10 for a complete printout of all means and F-values). As can be seen in the results within that table, no candidate made a stronger impression on raters than any other. Indeed, in a number of cases, e.g., questions 2, 4, 6, 11, 12, 15, 16, the limited amount of difference from the "neutral" value of 4 would indicate that the candidate made little impression overall. Where reactions did stray from the neutral to the positive (since there were no trends toward disagreement with any of the statements), movement toward agreement was relatively slight, and of the same magnitude across all experimental conditions.

**TABLE 10**  
**MANOVA RESULTS: QUESTIONS 1-16**

288 cases accepted; 0 cases rejected because of out-of-range factor values.

7 cases rejected because of missing data; 4 non-empty cells.

-----  
Multivariate Tests of Significance

Test Name	Value	Approx. F	Hypoth. DF	Error DF	Sig. of F
Pillais	.12631	.74444	48.00	813.00	.900
Hotellings	.13238	.73823	48.00	803.00	.906
Wilks	.87872	.74130	48.00	800.87	.903

-----

Variable .. P1S1Q1

Want To Be Co-worker

FACTOR	CODE	Mean	Std. Dev.	N	95 % Conf. Interval	
RECCAND	Cand. A	4.686	1.174	70	4.406	4.966
RECCAND	Cand. B	4.704	1.239	81	4.430	4.978
RECCAND	Cand. C	4.469	1.038	64	4.209	4.728
RECCAND	Cand. D	4.644	1.147	73	4.376	4.911
For entire sample		4.632	1.155	288	4.498	4.766

Univariate F-test with (3,284) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P1S1Q1	2.33428	380.65183	.77809	1.34032	.58053	.628

-----

Variable .. P1S1Q2

Want To Work For Candidate

FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	3.971	1.191	70	3.687	4.256
RECCAND	Cand. B	4.185	1.276	81	3.903	4.467
RECCAND	Cand. C	3.750	1.272	64	3.432	4.068
RECCAND	Cand. D	4.192	1.309	73	3.886	4.497
For entire sample		4.038	1.270	288	3.891	4.185

Univariate F-test with (3,284) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P1S1Q2	9.09971	453.48015	3.03324	1.59676	1.89962	.130

-----

Variable .. P1S1Q3

Want To Be Supervisor

FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	4.800	1.281	70	4.495	5.105
RECCAND	Cand. B	4.815	1.266	81	4.535	5.095
RECCAND	Cand. C	4.562	1.153	64	4.274	4.851
RECCAND	Cand. D	4.932	1.368	73	4.612	5.251
For entire sample		4.785	1.272	288	4.637	4.932

Univariate F-test with (3,284) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P1S1Q3	4.82302	459.82976	1.60767	1.61912	.99293	.397

-----

Variable .. P1S1Q4		Person Would Make Good Boss				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	4.043	1.185	70	3.760	4.325
RECCAND	Cand. B	4.321	1.192	81	4.057	4.585
RECCAND	Cand. C	3.812	1.367	64	3.471	4.154
RECCAND	Cand. D	4.205	1.364	73	3.887	4.524
For entire sample		4.111	1.283	288	3.962	4.260

Univariate F-test with (3,284) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
PLS104	10.25089	462.19356	3.41696	1.62744	2.09959	.100

Variable .. P1S1Q5		Person Would Be Highly Productive				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	5.014	1.291	70	4.706	5.322
RECCAND	Cand. B	5.012	1.462	81	4.689	5.336
RECCAND	Cand. C	4.781	1.397	64	4.432	5.130
RECCAND	Cand. D	4.918	1.320	73	4.610	5.226
For entire sample		4.937	1.368	288	4.779	5.096

Univariate F-test with (3,284) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
PLS105	2.45728	534.41772	.81909	1.88175	.43528	.728

Variable .. P1S1Q6		Good Spokesperson For Organization				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	4.129	1.605	70	3.746	4.511
RECCAND	Cand. B	4.259	1.672	81	3.890	4.629
RECCAND	Cand. C	4.078	1.567	64	3.687	4.469
RECCAND	Cand. D	4.110	1.704	73	3.712	4.507
For entire sample		4.149	1.634	288	3.960	4.339

Univariate F-test with (3,284) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P1S106	1.44879	765.13108	.48293	2.69412	.17925	.910

**TABLE 10 (Cont'd)**

Variable .. P1S1Q7		Capable of Working Independently				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	5.300	1.172	70	5.021	5.579
RECCAND	Cand. B	5.185	1.361	81	4.884	5.486
RECCAND	Cand. C	5.172	1.340	64	4.837	5.507
RECCAND	Cand. D	5.411	1.223	73	5.126	5.696
For entire sample		5.267	1.275	288	5.120	5.415
Univariate F-test with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P1S1Q7	2.71036	463.70283	.90345	1.63276	.55333	.646
-----						
Variable .. P1S1Q8		Will Demonstrate Initiative				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	5.271	1.141	70	4.999	5.544
RECCAND	Cand. B	5.111	1.414	81	4.798	5.424
RECCAND	Cand. C	5.047	1.385	64	4.701	5.393
RECCAND	Cand. D	5.151	1.298	73	4.848	5.454
For entire sample		5.146	1.312	288	4.994	5.298
Univariate F-test with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P1S1Q8	1.83030	492.04470	.61010	1.73255	.35214	.788
-----						
Variable .. P1S1Q9		Will Be Self-Motivated				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	5.157	1.247	70	4.860	5.454
RECCAND	Cand. B	5.160	1.383	81	4.855	5.466
RECCAND	Cand. C	4.969	1.333	64	4.636	5.302
RECCAND	Cand. D	5.151	1.287	73	4.850	5.451
For entire sample		5.115	1.311	288	4.963	5.267
Univariate F-test with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P1S1Q9	1.75378	491.46497	.58459	1.73051	.33781	.798

**TABLE 10 (Cont'd)**

Variable .. P1S1Q10		Will Be A Hard Worker				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	5.043	1.245	70	4.746	5.340
RECCAND	Cand. B	5.074	1.447	81	4.754	5.394
RECCAND	Cand. C	4.828	1.279	64	4.509	5.148
RECCAND	Cand. D	5.082	1.310	73	4.777	5.388
For entire sample		5.014	1.325	288	4.860	5.168

Univariate F-test with (3,284) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
PLS1Q10	2.90124	501.04321	.96708	1.76424	.54816	.650

Variable .. P1S1Q11		Strong Communication Skills				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	4.271	1.605	70	3.889	4.654
RECCAND	Cand. B	4.543	1.621	81	4.185	4.902
RECCAND	Cand. C	4.406	1.678	64	3.987	4.825
RECCAND	Cand. D	4.452	1.667	73	4.063	4.841
For entire sample		4.424	1.636	288	4.234	4.613

Univariate F-test with (3,284) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
PLS1Q11	2.85813	765.46131	.95271	2.69529	.35347	.787

Variable .. P1S1Q12		Strong Leadership Skills				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	4.200	1.058	70	3.948	4.452
RECCAND	Cand. B	4.296	1.239	81	4.022	4.570
RECCAND	Cand. C	3.922	1.251	64	3.609	4.234
RECCAND	Cand. D	4.205	1.354	73	3.890	4.521
For entire sample		4.167	1.233	288	4.024	4.310

Univariate F-test with (3,284) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
PLS1Q12	5.38393	430.61607	1.79464	1.51625	1.18360	.316



TABLE 10 (Cont'd)

Variable .. PLS1Q13		Perform Well On Job				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	4.886	1.123	70	4.618	5.154
RECCAND	Cand. B	4.889	1.235	81	4.616	5.162
RECCAND	Cand. C	4.672	1.085	64	4.401	4.943
RECCAND	Cand. D	5.055	1.189	73	4.777	5.332
For entire sample		4.882	1.166	288	4.747	5.017
Univariate F-test with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
PLS1Q13	5.01020	384.97591	1.67007	1.35555	1.23202	.298
-----						
Variable .. PLS1Q14		Effective Decision Maker				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	4.529	1.032	70	4.283	4.775
RECCAND	Cand. B	4.593	1.202	81	4.327	4.858
RECCAND	Cand. C	4.125	1.062	64	3.860	4.390
RECCAND	Cand. D	4.507	1.282	73	4.208	4.806
For entire sample		4.451	1.162	288	4.317	4.586
Univariate F-test with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
PLS1Q14	9.07446	378.24499	3.02482	1.33185	2.27114	.080
-----						
Variable .. PLS1Q15		Strong Managerial Skills				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	4.314	1.246	70	4.017	4.611
RECCAND	Cand. B	4.457	1.245	81	4.181	4.732
RECCAND	Cand. C	4.125	1.291	64	3.803	4.447
RECCAND	Cand. D	4.370	1.429	73	4.036	4.703
For entire sample		4.326	1.303	288	4.175	4.478
Univariate F-test with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
PLS1Q15	4.12127	483.19818	1.37376	1.70140	.80743	.491
-----						
Variable .. PLS1Q16		Strong Interpersonal Skills				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	4.343	1.413	70	4.006	4.680
RECCAND	Cand. B	4.469	1.246	81	4.194	4.745
RECCAND	Cand. C	4.125	1.386	64	3.779	4.471
RECCAND	Cand. D	4.397	1.341	73	4.084	4.710
For entire sample		4.344	1.342	288	4.188	4.499
Univariate F-test with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
PLS1Q16	4.54503	512.42372	1.51501	1.80431	.83966	.473

Examination of the intercorrelations among these items indicates relatively high levels of intercorrelation (e.g.,  $r$ 's of .40 and above) for many of the responses (see Appendix A for Summary of Intercorrelations Among Measures of Coworker Desirability). These levels of intercorrelation indicate that these items may jointly tap an index of the candidate's general desirability as a co-worker or employee. Accordingly, responses to these questions were summed for items 1-16 and ANOVA was used to assess the differences in the sums achieved across candidates. The goal was to produce a measure of candidate desirability that would be more sensitive to relatively small differences in evaluation. However, the mean values generated for each candidate across all sixteen items were also not significantly different from each other at  $p < .05$ . The mean sums were as follows:

TABLE 11  
COMPARISON OF SUMMED MEAN VALUES ACROSS ITEMS 1-16

<u>CANDIDATE</u>	<u>MEAN</u>	<u>S.D.</u>
Candidate A:	73.96	15.79
Candidate B:	75.08	17.11
Candidate C:	70.24	16.01
Candidate D:	74.72	16.83.

Paired Comparisons: A vs. C,  $df$  1,136;  $F = 1.89$ ,  $p < .17$

B vs. D,  $df$  1,155;  $F = .01$ ,  $p < .91$

Overall, then, this hypothesis was not supported. Mean ratings across items 1 - 16 of the questionnaire indicate that there were no significant differences across conditions in raters' assessments of the candidates' desirability as coworkers, subordinates, or superiors. Summing across these items also yielded no significant differences across candidates.

### 7.2.3 Assessment of Hypothesis Three

H3. If subjects are asked to rate prospects for individuals' likelihood of success in an employment setting, obese individuals will be rated as having lower likelihood of successful performance.

In addition to indicating their hiring preferences, respondents were also candidate, asked to respond to an item (formatted on a 7-point Likert scale, 1 = Strongly Disagree to 7 = Strongly Agree), measuring level of agreement with the statement: "I think this person will be very successful in this position." As can be seen below in Table 12, Candidate A (the average-weight male) received a significantly higher of agreement with this statement than did the other candidates.

**TABLE 12**  
**RATINGS OF CANDIDATE LIKELIHOOD OF SUCCESS**

Q. 54: "I think this person will be very successful in this position."  
(1 = Strongly Disagree, 4 = Neutral, 7 = Strongly Agree)

Successful In Position? BY RECCAND Recoded Candidate Id  
-TOTAL POPULATION: MEAN: 5.08 (N= 279)

<u>CANDIDATES:</u>	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
MEANS:	5.46	5.00	4.87	5.00
N:	(67)	(74)	(67)	(71)

Source of Variation	Sum of Squares	DF	Mean Square	F	Sig of F
Main Effects	13.817	3	4.606	2.604	.052
RECCAND	13.817	3	4.606	2.604	.052
Explained	13.817	3	4.606	2.604	.052
Residual	486.448	275	1.769		
Total	500.265	278	1.800		

-295 cases were processed. 16 cases (5.4 pct) were missing.

Number of valid observations (listwise) = 279.00

The hypothesized relationship did not emerge. The means of the obese candidates were not significantly different from that of the average-weight female candidate. However, respondents viewing the average-weight male candidate demonstrated significantly higher levels of agreement with the statement, "I think this person will be very successful in this position."

#### 7.2.4 Assessment of Hypothesis Four

H4. If subjects have the opportunity to assign candidates to positions, obese individuals are less likely to be assigned to positions which lead to supervisory responsibilities.

This hypothesis was measured by responses to the question which asked respondents to indicate whether they would hire the candidate and into which job (if any) they would recommend placement. The jobs of management trainee and sales representative were both described as having opportunities for promotion into management. It was assumed that support for this hypothesis would be indicated by larger proportions of the average-weight candidates being assigned into those job categories.

In assessing the assignment of candidates to jobs, it was found that this hypothesis was partially supported. While the average-weight candidates were not more likely to be assigned to supervisory positions, the obese female candidate was more likely to be assigned to the Human Resources Benefits Analyst position, which did not offer significant managerial or supervisory opportunities. For the sales representative position,

which did indicate limited opportunity to accede to supervisory responsibilities: comparing average-weight to overweight candidates, the proportions selected are identical. For the management trainee position, which offered significant opportunities to move into supervisory responsibility: comparing average-weight to overweight candidates, the proportions selected are not significantly different from each other ( $z = .42$ , not significant at  $p < .05$ ). Combining male and female stimuli within each weight category, the obese candidates were not more likely to be assigned to the non-supervisory job category of Human Resources Benefits Analyst ( $z = .63$ , not significant at  $p < .05$ ). However, when separating results by gender of stimulus, the obese female stimulus was found to be significantly more likely to be placed in the least desirable job category (which had limited supervisory or managerial potential) (comparing across the female candidates, B vs. D,  $z = 2.85$ , significant at  $p < .05$ ). No similar effect was seen for the obese male stimulus. He was in fact assigned to job categories in virtually identical proportions as the average-weight male stimulus. Table 13 summarizes the job placement preferences across candidates.

**TABLE 13**  
**HIRING RECOMMENDATIONS BY RATERS**

	<u>Avg.Weight Male</u> CANDID. A	<u>Avg.Weight Female</u> CANDID. B	<u>Obese Male</u> CANDID. C	<u>Obese Female</u> CANDID. D
<hr/> JOB CATEGORY: <hr/>				
NO HIRE	8 (11.4%)	18 (21.7%)	6 (9.1%)	6 (8.2%)
HRB ANAL.	18 (25.7%)	15 (18.1%)	17 (25.8%)	28 (38.4%)
SALES REP.	31 (44.3%)	28 (33.7%)	29 (43.9%)	24 (32.9%)
MGMT. TRAINEE	13 (18.6%)	22 (26.5%)	14 (21.2%)	15 (20.5%)
TOTAL:	70	83	66	73

### 7.2.5 Assessment of Hypothesis Five

**H5. If subjects are asked to recommend a starting salary for a prospective employee, obese individuals will receive lower initial salary recommendations.**

This hypothesis was not supported. Differences in salary were found to be due to the position assigned rather than to the candidate reviewed. The position of Human Resources Benefits analyst was assigned a significantly lower mean salary than that assigned to the Sales Representative, which in turn was lower than the salary assigned to the Management Trainee position. The mean salary offered to Management Trainees was \$29,830.29; for Sales Representative it was \$25,444.84; and for Human Resources Benefits Analyst it was \$22,274.06. See Table 14 for specific information on salary recommendations by candidate and by position.

**TABLE 14**  
**CANDIDATE SALARY BY CONDITION**

250 cases accepted; 38 cases rejected because of out-of-range factor values.

7 cases rejected because of missing data; 12 non-empty cells.

Variable .. CANDSAL		Starting Salary Offered		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
P1S3Q53	Human Resources Benefits Analyst					
RECCAND	Cand. A	22472.222	2032.618	18	21461.425	23483.019
RECCAND	Cand. B	22266.667	3668.722	15	20234.996	24298.337
RECCAND	Cand. C	21062.500	2701.080	16	19623.196	22501.804
RECCAND	Cand. D	23294.857	3203.628	28	22052.620	24537.094
P1S3Q53	Sales Representative					
RECCAND	Cand. A	25050.000	3644.434	30	23689.146	26410.854
RECCAND	Cand. B	25339.286	4380.203	28	23640.820	27037.751
RECCAND	Cand. C	25827.586	4422.499	29	24145.358	27509.815
RECCAND	Cand. D	25562.500	3183.901	24	24218.056	26906.944
P1S3Q53	Management Trainee					
RECCAND	Cand. A	30230.769	2586.949	13	28667.491	31794.047
RECCAND	Cand. B	29409.091	2872.846	22	28135.342	30682.840
RECCAND	Cand. C	29038.462	2665.064	13	27427.980	30648.943
RECCAND	Cand. D	30642.857	2977.018	14	28923.978	32361.736
For entire sample		25591.024	4355.876	250	25048.437	26133.611

Tests of Significance for CANDSAL using UNIQUE sums of squares					
Source of Variation	SS	DF	MS	F	Sig of F
WITHIN CELLS	2783281036	238	11694458		
P1S3Q53	1862871850	2	931435925	79.65	.000
RECCAND	42784530.32	3	14261510	1.22	.303
P1S3Q53 BY RECCAND	49836528.21	6	8306088.0	.71	.642

Adjusted and Estimated Means

Variable .. CANDSAL		Starting Salary Offered				
Factor	Code	Obs. Mean	Adj. Mean	Est. Mean	Raw Resid.	Std. Resid.
P1S3Q53	Human Resources Benefits Analyst					
RECCAND	Cand. A	22472.22222	22472.22222	22472.22222	.00000	.00000
RECCAND	Cand. B	22266.66667	22266.66667	22266.66667	.00000	.00000
RECCAND	Cand. C	21062.50000	21062.50000	21062.50000	.00000	.00000
RECCAND	Cand. D	23294.85714	23294.85714	23294.85714	.00000	.00000

TABLE 14 (Cont'd)

P1S3Q53	Sales Representative					
RECCAND	Cand. A	25050.00000	25050.00000	25050.00000	.00000	.00000
RECCAND	Cand. B	25339.28571	25339.28571	25339.28571	.00000	.00000
RECCAND	Cand. C	25827.58621	25827.58621	25827.58621	.00000	.00000
RECCAND	Cand. D	25562.50000	25562.50000	25562.50000	.00000	.00000
P1S3Q53	Management Trainee					
RECCAND	Cand. A	30230.76923	30230.76923	30230.76923	.00000	.00000
RECCAND	Cand. B	29409.09091	29409.09091	29409.09091	.00000	.00000
RECCAND	Cand. C	29038.46154	29038.46154	29038.46154	.00000	.00000
RECCAND	Cand. D	30642.85714	30642.85714	30642.85714	.00000	.00000
-----						
Combined Adjusted Means for P1S3Q53			Combined Adjusted Means for RECCAND			
Variable .. CANDSAL			Variable .. CANDSAL			
P1S3Q53			RECCAND			
Human Res.	UNWGT.	22274.06151	Cand. A	UNWGT.	25917.66382	
Sales Rep.	UNWGT.	25444.84298	Cand. B	UNWGT.	25671.68110	
Mgmt. Trainee	UNWGT.	29830.29471	Cand. C	UNWGT.	25309.51592	
			Cand. D	UNWGT.	26500.07143	
-----						

In assessing covariates of salary, it was discovered that rater gender had a marginally significant influence on salary offered, with males offering higher salaries than females (female salary mean \$21,745.71, male salary mean \$23,822.42,  $F = 3.448$ ,  $p < .064$ ). However, if one controls for the zero-value salaries in the "no hire" condition, then this difference disappears.

### 7.2.6 Assessment of Hypothesis Six

H6. Obesity of the candidate should have less impact upon the evaluation of male candidates than upon the evaluation of female candidates. In other words, discriminatory findings (if any) should be more pronounced for female obese applicants than for males.



This hypothesis received limited support. As was indicated above, no difference in placement choices was evident in comparing the male stimuli. The male stimuli were placed into the different job categories in nearly identical proportions. The obese male candidate was not more likely to be placed into a less-desirable job but the obese female stimulus was. In an examination of the descriptors of the candidates (see subsequent chapter, page onward, for a detailed description), it was found that the obese male stimulus received no negative comments about his appearance in the subjects' listings of adjective descriptors; in fact, there were two positive comments about his appearance. There were two negative and no positive descriptors of the obese female stimulus' appearance in the same category.

### 7.3 Possible Influences on Ratings Obtained

In addition to assessing the ratings of the candidates directly, additional data was gathered in an attempt to determine whether there are influences on ratings that should be assessed and controlled for. Additional data was also gathered to determine whether raters' responses were based on accurate perceptions of the candidates' work history and characteristics. The following sections describe those possible influences.

#### 7.3.1 Manipulation Checks

Questions 56 through 60 were included as checks on the accuracy of raters' recollection of facts on the candidate. Responses to these questions may indicate whether respondents understood information or in what form they understood it.

Question 56 asked for an indication of whether the candidate was male or female. 100% of the respondents who viewed candidates A and C indicated the candidate was male; 100% of the respondents who viewed candidates B and D indicated the candidate was female. These results indicate accurate perceptions and recollection by subjects.

Question 57 asked respondents to indicate the candidate's ethnic background. They were provided the response options of "This candidate was: Black, White, (or) Hispanic." All respondents indicated that the candidates were white, which was the case. Again, it is clear that the stimulus was unambiguous for the subjects in this regard.

Question 58 asked respondents to indicate their assessment of the candidate's body type; specifically, raters were asked to indicate whether the candidate was "thin" (value of 1), "average" (value of 2), (or) "overweight" (value of 3). Pretest results and the actors' actual height-weight status would lead to the expectation that candidates A and B (the actors in their unaltered images) would receive mean ratings not significantly different from 2.0 ("average"); candidates C and D (the actors in their expanded images) would be expected to generate mean ratings not significantly different from 3.0 ("overweight").

Results for the candidates were as follows (see Table 15):

TABLE 15  
RATINGS OF CANDIDATE WEIGHT

	<u>CAND. A</u> Avg. Male	<u>CAND. B</u> Avg. Female	<u>CAND. C</u> Obese Male	<u>CAND. D</u> Obese Female
MEAN:	1.92	2.27	2.30	2.93
STD.DEV.	.37	.44	.49	.25
NO. of S's	70	83	67	72

A comparison of the means reveals that the mean value for Candidate B is significantly higher than that for Candidate A ( $z = 5.18$ , significant at  $p < .05$ ) and that the mean value for Candidate D is significantly higher than that of Candidate C ( $z = -9.48$ , significant at  $p < .05$ ). However, the value for candidate C is not significantly different from that of candidate B ( $z = .43$ , non-significant at  $p < .05$ ).

What this means is that although the candidates were both of "normal" weight in their unaltered states (i.e., Candidates A and B), the female candidate was perceived as being significantly heavier. When comparing these obtained values to a presumed population mean of 2.0 ("average"), results indicate that whereas the mean for candidate A is significantly lower than the value of 2.0 ( $z = 1.95$ , significant at  $p < .05$ ), the mean for candidate B is significantly greater than the value of 2.0 ( $z = 5.44$ , significant at  $p < .05$ ). Even though these two individuals were approximately comparable in weight, she was perceived as being significantly heavier than he was.

In comparing candidate C to candidate D, the mean value for candidate D (the obese female stimulus) is significantly greater than that of candidate C (the obese male stimulus), even though each individual's image was increased by exactly the same amount. In comparing these values (at  $p < .05$ ) to a presumed population mean of 3.0 ("overweight"), both values are significantly different from this value (for the male stimulus,  $z = -11.70$ ; for the female stimulus,  $z = 2.3$ ). If a more stringent confidence interval is adopted (i.e.,  $p < .01$ ), then there is no longer a significant difference between the mean value obtained by candidate D and the value of 3.0. In essence, the weight of the male stimulus is perceived as slightly above "average," while the female is balanced on the edge of the category "overweight." The mean value for candidate C was not significantly different from the mean for candidate B ( $z = .43$ , not significant at  $p < .05$ ). That is, the "obese" male candidate received a rating equivalent to that received by the average-weight female candidate.

Table 16 presents the ratings of candidates by condition. It is interesting to note that neither of the female stimuli are rated as "thin" by any rater; the two average-weight stimuli (candidates A and B) are about as likely as candidate C (the "obese" male stimulus) to be rated as average in weight; of the two overweight stimuli, the female was rated as overweight much more frequently.

**TABLE 16**  
**FREQUENCY OF ASSESSMENTS OF CANDIDATE WEIGHT (Q. 53)**

<b>First Line: Numerical Count</b>		<b>Third Line: Column Percentage</b>			
<b>Second Line: Row Percentage</b>		<b>Fourth Line: Percent of Total</b>			
<b>CANDIDATES:</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>TOTAL</b>
<b>CANDIDATE</b>	8		1		9
<b>WEIGHT: THIN</b>	89%		11%		100%
	11%		2%		
	3%		0.3%		
<b>CANDIDATE</b>	60	60	45	5	170
<b>WEIGHT:</b>	35%	35%	27%	3%	100%
<b>AVERAGE:</b>	86%	73%	70%	7%	
	21%	21%	16%	2%	
<b>CANDIDATE</b>	2	22	18	67	109
<b>WEIGHT:</b>	2%	20%	17%	62%	100%
<b>OVERWEIGHT:</b>	3%	27%	28%	93%	
	0.7%	8%	6%	23%	
<b>COLUMN TOTAL</b>	70	82	64	72	288
	100%	100%	100%	100%	

Question 59 asked respondents to indicate whether the candidate had "an associate's degree," "a bachelor's degree," or "a master's degree." This question might have been somewhat confusing to respondents in that the candidate was described as being about to complete a Master's degree in business administration. Depending on whether one viewed the question as pertaining to the degree already obtained, or to the degree that was about to be obtained, either response could be deemed accurate. Overall, rater perceptions were accurate in that no one indicated that the candidate had an associate's degree. The proportions across candidates indicating the level of education perceived is

listed as follows in Table 17. (Numbers indicate number of respondents; figures in parentheses refer to percent of total in each category.)

**TABLE 17**  
**RESPONDENTS' ASSESSMENT OF CANDIDATE EDUCATION**

	<u>CAND. A</u>	<u>CAND. B</u>	<u>CAND. C</u>	<u>CAND. D</u>
Bachelor's Degree	26 (38%)	25 (32%)	23 (34%)	38 (56%)
Master's Degree	43 (62%)	53 (68%)	44 (66%)	30 (44%)
TOTAL SUBJECTS	69	78	67	68

Comparing across candidates using the test of proportions, Candidate D had a significantly higher percentage of respondents who indicated that she had a Bachelor's degree than did any other candidate. Comparing candidate A to candidate D (the smallest difference that can be assessed),  $z = -2.14$ , significant at  $p < .05$ .

Of course, then, candidate D was significantly less likely to be indicated as possessing a Master's degree. Comparing candidate D to Candidate A,  $z = 2.21$ , significant at  $p < .05$ .

Question 60 asked respondents to indicate whether the candidate had "0-3 years' experience," "4-6 years' experience," and "7-9 years' experience." It was expected that most respondents would indicate that the candidate had "4-6 years' experience" since

the candidate had been out of school for seven years and had taken a year off for travel. However, if one merely scanned the resume and subtracted year of graduation from the current date, the number of years of experience would equal seven.

Subjects' categorizations of candidate education are provided in Table 18:

**TABLE 18**  
**RESPONDENTS' ASSESSMENT OF CANDIDATE EXPERIENCE**

	<u>CAND. A</u>	<u>CAND. B</u>	<u>CAND. C</u>	<u>CAND. D</u>
<b>0-3 YEARS' EXPERIENCE</b>	<b>4 (6%)</b>	<b>14 (17%)</b>	<b>1 (2%)</b>	<b>5 (7%)</b>
<b>4-6 YEARS' EXPERIENCE</b>	<b>46 (66%)</b>	<b>54 (66%)</b>	<b>57 (84%)</b>	<b>52 (75%)</b>
<b>7-9 YEARS' EXPERIENCE</b>	<b>20 (29%)</b>	<b>14 (17%)</b>	<b>10 (15%)</b>	<b>12 (17%)</b>
<b>TOTAL RESPONSES</b>	<b>70</b>	<b>82</b>	<b>68</b>	<b>69</b>

It is readily apparent that most respondents were aware of the general length of experience of the candidate. The respondents to candidate B, however, were more likely than those viewing candidates A or C to report only 0-3 years of work experience ( $z = 2.17$ , significant at  $p < .05$ ). The difference in the proportion reporting this for candidates B and D is not significant at  $p < .05$  ( $z = 1.82$ ).

Respondents assessing candidate C were significantly more likely to report that he had 4-6 years' experience than were respondents to candidate A or candidate B ( $z = 2.14$ ,

significant at  $p < .05$ ). The proportion of respondents to candidates D and C who reported 4-6 years' work experience were not significantly different ( $z = 1.22$ , not significant at  $p < .05$ ).

Finally, the proportions of respondents who reported 7-9 years' work experience did not differ across the candidates. Comparing candidate A to candidate C (the largest possible difference),  $z = 1.93$ , not significant at  $p < .05$ .

In question 61, raters were asked to indicate where they sat in relation to the video monitor. They were asked to indicate how many "people or chairs" were between them and the TV monitor. They had ten response choices, ranging from "0" to "9 or more." These categories were then recoded as "0-3," "4-6" and "7-9+" for purposes of analysis. These categories were then used as predictors for the items of candidate salary (question 55), candidate race, gender, education and experience to determine if location might have had an effect on raters' perceptions. As was seen in Table 2, pages 105-109, there was no influence of location on raters' assessments.

#### 7.4 Possible Covariates with Ratings

It was thought that there might be individual factors (such as raters' demographic characteristics) which might be related to the ratings assessed. Accordingly, demographic variables such as rater gender, major, and obesity status (obese vs. non-obese) were evaluated as covariates of subjects' ratings. The results of those tests appear in Table 19, which follows.



Rater gender was assessed to determine its impact on ratings given; no significant differences in ratings patterns were detected for males vs. females in the sample.

Rater obesity was assessed as a covariate of ratings assigned; ratings were summed across items 1-16 of the questionnaire. As Table 24 indicates, there was a significant influence of rater obesity status on ratings, with obese raters being harsher than the non-obese ( $F = 5.50$ ,  $p < .02$ ). However, raters' obesity was not related to starting salary offered.

Subjects' major was assessed as a covariate of ratings and was found to have no effect on candidate ratings.

**TABLE 19**  
**ASSESSMENT OF DEMOGRAPHIC COVARIATES**

**I. ANALYSIS OF CANDIDATE SALARY WITH SEX AS COVARIATE**

CANDSAL Starting Salary Offered BY RECCAND Recoded Candidate Id  
-TOTAL POPULATION: MEAN: \$22564.90 (N= 289)

	1	2	3	4
	(CAND. A)	(CAND. B)	(CAND. C)	(CAND. D)
MEAN:	22449.27	20875.00	23093.75	24177.16
N:	( 69)	( 84)	( 64)	( 72)

CANDSAL Starting Salary Offered by RECCAND Recoded Candidate Id with SEX Respondent's Sex					
Source of Variation	Sum of Squares	DF	Mean Square	F	Sig of F
Covariates	297711365	1	297711364.586	3.457	.064
SEX	297711365	1	297711364.586	3.457	.064
Main Effects	328217625	3	109405875.102	1.271	.285
RECCAND	328217625	3	109405875.102	1.271	.285
Explained	625928990	4	156482247.473	1.817	.126
Residual	24455401288	284	86110567.916		
Total	25081330278	288	87087952.354		

-295 cases were processed.  
6 cases (2.0 pct) were missing.

**II. ANALYSIS OF SUMMED VALUES FOR Questions 1-16 Total**

BY RECCAND Recoded Candidate Id  
-TOTAL POPULATION: MEAN: 73.74 (N= 293)

	1	2	3	4
	(CAND. A)	(CAND. B)	(CAND. C)	(CAND. D)
MEAN:	73.96	75.08	70.67	74.78
N:	( 70)	( 84)	( 66)	( 73)

ANOVA: Questions 1-16 Total by Recoded Candidate Id with SEX Respondent's Sex					
Source of Variation	Sum of Squares	DF	Mean Square	F	Sig of F
OCovariates	278.144	1	278.144	1.025	.312
SEX	278.144	1	278.144	1.025	.312
OMain Effects	982.696	3	327.565	1.207	.307
RECCAND	982.696	3	327.565	1.207	.307
OExplained	1260.839	4	315.210	1.162	.328
OResidual	78128.963	288	271.281		
OTotal	79389.802	292	271.883		

-295 cases were processed; 2 cases (.7 pct) were missing

TABLE 19 (Cont'd)

## III. ANALYSIS OF CANDIDATE SALARY WITH OBESITY STATUS AS COVARIATE

CANDSAL Starting Salary Offered BY RECCAND Recoded Candidate Id  
 -TOTAL POPULATION: MEAN: 22461.76 (N= 281)

	1 (CAND.A)	2 (CAND.B)	3 (CAND.C)	4 (CAND.D)
MEAN:	22174.24	20693.75	23156.25	24095.15
N=	( 66)	( 80)	( 64)	( 71)

CANDSAL Starting Salary Offered by RECCAND Recoded Candidate Id with OBSTAT Respondent's Obesity Status

Source of Variation	Sum of Squares	DF	Mean Square	F	Sig of F
Covariates	66927102	1	66927102.061	.767	.382
OBSTAT	66927102	1	66927102.061	.767	.382
Main Effects	543845861	3	181281953.649	2.078	.103
RECCAND	543845861	3	181281953.649	2.078	.103
Explained	610772963	4	152693240.752	1.750	.139
Residual	24078613777	276	87241354.266		
Total	24689386740	280	88176381.216		

-295 cases were processed.

14 cases (4.7 pct) were missing.

CANDSAL Starting Salary Offered BY RECCAND Recoded Candidate Id  
 -TOTAL POPULATION: MEAN: 22554.52 (N= 289)

	1 (CAND.A)	2 (CAND.B)	3 (CAND. C)	4 (CAND.D)
MEAN:	22449.27	20875.00	23046.15	24193.75
N=	( 69)	( 84)	( 65)	( 71)

CANDSAL Starting Salary Offered  
 by RECCAND Recoded Candidate Id with MAJOR Respondent's Academic Background

Source of Variation	Sum of Squares	DF	Mean Square	F	Sig of F
Covariates	69835	1	69835.107	.001	.977
MAJOR	69835	1	69835.107	.001	.977
Main Effects	468476443	3	156158814.409	1.801	.147
RECCAND	468476443	3	156158814.409	1.801	.147
Explained	468546278	4	117136569.584	1.351	.251
Residual	24619142256	284	86687120.619		
Total	25087688534	288	87110029.632		

-295 cases were processed.

6 cases (2.0 pct) were missing.

TABLE 19 (Cont'd)

## IV. ANALYSIS OF SECTION 2 TOTALS WITH OBESITY STATUS AS COVARIATE

P1S1TOT Questions 1-16 Total BY Recoded Candidate Id

-TOTAL POPULATION: MEAN: 73.55 (N= 284)

	1	2	3	4
	(CAND.A)	(CAND.B)	(CAND.C)	(CAND.D)
MEAN:	73.82	74.77	70.65	74.57
N=	( 67)	( 80)	( 65)	( 72)

P1S1TOT Questions 1-16 Total by RECCAND Recoded Candidate Id with OBSTAT Respondent's Obesity Status

Source of Variation	Sum of Squares	DF	Mean Square	Sig F	of F
Covariates	1487.096	1	1487.096	5.496	.020
OBSTAT	1487.096	1	1487.096	5.496	.020
Main Effects	683.341	3	227.780	.842	.472
RECCAND	683.341	3	227.780	.842	.472
Explained	2170.438	4	542.609	2.005	.094
Residual	75489.770	279	270.573		
Total	77660.208	283	274.418		

-295 cases were processed.

11 cases (3.7 pct) were missing.

## ANALYSIS OF SUMMED VALUES, Q. 1-16 WITH MAJOR AS COVARIATE

P1S1TOT Questions 1-16 Total BY RECCAND Recoded Candidate Id

-TOTAL POPULATION: MEAN: 73.69 (N= 293)

	1	2	3	4
	(CAND.A)	(CAND.B)	(CAND.C)	(CAND.D)
MEAN:	73.96	75.08	70.03	75.22
N=	( 70)	( 84)	( 67)	( 72)

P1S1TOT Questions 1-16 Total by RECCAND Recoded Candidate Id with MAJOR Respondent's Academic Background

Source of Variation	Sum of Squares	DF	Mean Square	Sig F	of F
Covariates	542.438	1	542.438	2.019	.156
MAJOR	542.438	1	542.438	2.019	.156
Main Effects	1148.052	3	382.684	1.424	.236
RECCAND	1148.052	3	382.684	1.424	.236
Explained	1690.490	4	422.622	1.573	.182
Residual	77375.865	288	268.666		
Total	79066.355	292	270.775		

-295 cases were processed.

2 cases (.7 pct) were missing.

### **7.5 Rater Self-Assessments and Their Relationship to Ratings**

In addition to the measures of rater demographic characteristics which were compared with the ratings assigned, raters were also asked to provide self-descriptors in response to a series of semantic differential items. These items (a set of 15 semantic differential response scales) were drawn from the pool of response items used to assess respondents' descriptions of the candidates and were included in an effort to identify the extent to which rater assessments of the candidates paralleled their self-assessments.

These items were compared across conditions to determine if there were significant differences in self-descriptors across conditions. The set of means and variances across candidates for each item is provided in Table 20, as are the F-tests of significance.

As can be seen in Table 20, there were relatively few significant differences across conditions. On item 24 ("Unintelligent/Intelligent"), the respondents viewing Candidate D had a mean intelligence rating higher than the mean level asserted by respondents to Candidates B ( $z = 3.12$ , significant at  $p < .05$ ); the mean value for Candidate D was not significantly different for those indicated for conditions A or C.

On item 25 ("Feminine/Masculine"), there is a significant difference because the sample that had the highest proportion of female respondents (condition B) also gave higher self-reported ratings of perceived femininity.

Within item 28 ("Incapable/Capable"), the most heavily female-dominated sample (those viewing candidate B) also gave lower self-ratings on this scale.

An assessment of the intercorrelations among the responses to demographic questions 17-31 (Appendix B) indicates low to moderate intercorrelation among these measures, indicating that they do tap different domains. An assessment of the intercorrelations between these responses and the assessment of the candidates on the same scale (items 21-52 regarding the candidate) also indicate low correlations between self-ratings and candidate ratings (see Appendix C for this intercorrelation matrix). These results do not indicate that the subjects' reactions to the candidates were influenced by any perceived similarity between themselves and the stimulus person.

**TABLE 20**  
**RESPONSES TO RATERS' SEMANTIC DIFFERENTIAL ITEMS**

294 cases accepted; 0 cases rejected because of out-of-range factor values.

1 case rejected because of missing data; 4 non-empty cells.

1 design will be processed.

Variable .. P2S2Q17		Respondent Is Weak/Strong		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECCAND	Cand. A	5.500	.676	70	5.339	5.661
RECCAND	Cand. B	5.470	.915	83	5.270	5.670
RECCAND	Cand. C	5.544	.800	68	5.351	5.738
RECCAND	Cand. D	5.671	.783	73	5.489	5.854
For entire sample		5.544	.803	294	5.452	5.636

Univariate F-tests with (3,290) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P2S2Q17	1.77324	187.15193	.59108	.64535	.91590	.434

Variable .. P2S2Q18		Respondent Is Energetic/Sluggish		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECCAND	Cand. A	5.771	.904	70	5.556	5.987
RECCAND	Cand. B	5.771	.860	83	5.583	5.959
RECCAND	Cand. C	5.632	.809	68	5.437	5.828
RECCAND	Cand. D	5.959	.889	73	5.752	6.166
For entire sample		5.786	.869	294	5.686	5.886

Univariate F-tests with (3,290) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P2S2Q18	3.82100	217.67900	1.27367	.75062	1.69683	.168

Variable .. P2S2Q19		Respondent Is Flexible/Rigid		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECCAND	Cand. A	5.600	.939	70	5.376	5.824
RECCAND	Cand. B	5.614	.986	83	5.399	5.830
RECCAND	Cand. C	5.574	.997	68	5.332	5.815
RECCAND	Cand. D	5.753	.969	73	5.527	5.979
For entire sample		5.636	.971	294	5.525	5.747

Univariate F-tests with (3,290) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P2S2Q19	1.40118	274.65665	.46706	.94709	.49315	.687

TABLE 20 (Cont'd)

Variable .. P2S2Q20		Respondent Is Motivated/Unmotivated				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	5.943	.778	70	5.757	6.128
RECCAND	Cand. B	5.940	.860	83	5.752	6.128
RECCAND	Cand. C	6.000	.846	68	5.795	6.205
RECCAND	Cand. D	6.137	.871	73	5.934	6.340
For entire sample		6.003	.841	294	5.907	6.100

Univariate F-tests with (3,290) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P2S2Q20	1.89624	205.10036	.63208	.70724	.89372	.445

Variable .. P2S2Q21		Respondent Is Passive/Active				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	5.229	1.299	70	4.919	5.538
RECCAND	Cand. B	5.482	1.052	83	5.252	5.712
RECCAND	Cand. C	5.647	1.076	68	5.387	5.907
RECCAND	Cand. D	5.562	1.269	73	5.266	5.858
For entire sample		5.480	1.179	294	5.344	5.615

Univariate F-tests with (3,290) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P2S2Q21	6.80979	400.56776	2.26993	1.38127	1.64337	.179

Variable .. P2S2Q22		Respondent Is Unsuccessful/Successful				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	5.671	.928	70	5.450	5.893
RECCAND	Cand. B	5.639	.835	83	5.456	5.821
RECCAND	Cand. C	5.706	.899	68	5.488	5.923
RECCAND	Cand. D	5.753	.813	73	5.564	5.943
For entire sample		5.690	.864	294	5.591	5.790

Univariate F-tests with (3,290) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P2S2Q22	.55456	218.27877	.18485	.75269	.24559	.864

Variable



Variable						
P2S2Q23	Respondent Is Extroverted/Introverted					
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	5.400	1.013	70	5.158	5.642
RECCAND	Cand. B	5.181	.939	83	4.976	5.386
RECCAND	Cand. C	5.147	.919	68	4.925	5.369
RECCAND	Cand. D	5.192	.938	73	4.973	5.411
For entire sample		5.228	.952	294	5.119	5.337
Univariate F-tests with (3,290) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P2S2Q23	2.79766	262.93364	.93255	.90667	1.02855	.380
Variable .. P2S2Q24 Respondent Is Unintelligent/Intelligent						
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	5.914	.794	70	5.725	6.104
RECCAND	Cand. B	5.627	.760	83	5.460	5.793
RECCAND	Cand. C	5.750	.904	68	5.531	5.969
RECCAND	Cand. D	5.986	.677	73	5.828	6.144
For entire sample		5.813	.794	294	5.722	5.904
Univariate F-tests with (3,290) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P2S2Q24	6.06718	178.64370	2.02239	.61601	3.28304	.021
Variable .. P2S2Q25 Respondent Is Feminine/Masculine						
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	3.786	2.166	70	3.269	4.302
RECCAND	Cand. B	3.277	1.850	83	2.873	3.681
RECCAND	Cand. C	4.029	1.977	68	3.551	4.508
RECCAND	Cand. D	4.082	2.165	73	3.577	4.587
For entire sample		3.772	2.054	294	3.536	4.008
Univariate F-tests with (3,290) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P2S2Q25	31.87105	1203.86025	10.62368	4.15124	2.55916	.055

TABLE 20 (Cont'd)

Variable .. P2S2Q26		Respondent Is Decisive/Indecisive				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	5.314	.925	70	5.094	5.535
RECCAND	Cand. B	5.265	.925	83	5.063	5.467
RECCAND	Cand. C	5.603	.900	68	5.385	5.821
RECCAND	Cand. D	5.507	.988	73	5.276	5.737
For entire sample		5.415	.941	294	5.307	5.523

Univariate F-tests with (3,290) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P2S2Q26	5.59377	253.78038	1.86459	.87510	2.13071	.096

Variable .. P2S2Q27		Respondent Is Immature/Mature				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	5.829	.851	70	5.626	6.031
RECCAND	Cand. B	5.699	1.112	83	5.456	5.942
RECCAND	Cand. C	5.985	.819	68	5.787	6.184
RECCAND	Cand. D	5.932	.991	73	5.700	6.163
For entire sample		5.854	.961	294	5.743	5.964

Univariate F-tests with (3,290) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P2S2Q27	3.65532	267.05557	1.21844	.92088	1.32312	.267

Variable .. P2S2Q28		Respondent Is Incapable/Capable				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	6.157	.651	70	6.002	6.312
RECCAND	Cand. B	5.988	.804	83	5.812	6.163
RECCAND	Cand. C	6.368	.689	68	6.201	6.534
RECCAND	Cand. D	6.260	.782	73	6.078	6.443
For entire sample		6.184	.748	294	6.098	6.270

Univariate F-tests with (3,290) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P2S2Q28	5.95863	158.12300	1.98621	.54525	3.64274	.013

**TABLE 20 (Cont'd)**

Variable .. P2S2Q29		Respondent Is Healthy/Unhealthy				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	6.057	.976	70	5.824	6.290
RECCAND	Cand. B	6.012	.904	83	5.815	6.209
RECCAND	Cand. C	6.162	.840	68	5.959	6.365
RECCAND	Cand. D	6.014	1.007	73	5.779	6.249
For entire sample		6.058	.931	294	5.951	6.165
Univariate F-tests with (3,290) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P2S2Q29	1.05074	252.96627	.35025	.87230	.40152	.752
-----						
Variable .. P2S2Q30		Respondent Is Undisciplined/Disciplined				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	5.614	.997	70	5.377	5.852
RECCAND	Cand. B	5.735	.989	83	5.519	5.951
RECCAND	Cand. C	5.897	.933	68	5.671	6.123
RECCAND	Cand. D	5.740	1.093	73	5.485	5.995
For entire sample		5.745	1.005	294	5.630	5.860
Univariate F-tests with (3,290) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P2S2Q30	2.77875	293.08860	.92625	1.01065	.91649	.433
-----						
Variable .. P2S2Q31		Respondent Is Attractive/Unattractive				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	5.357	.869	70	5.150	5.564
RECCAND	Cand. B	4.988	.890	83	4.794	5.182
RECCAND	Cand. C	5.221	.895	68	5.004	5.437
RECCAND	Cand. D	5.233	1.048	73	4.988	5.477
For entire sample		5.190	.934	294	5.083	5.298
Univariate F-tests with (3,290) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P2S2Q31	5.54168	249.79165	1.84723	.86135	2.14457	.095

## 7.6 Summary

As was seen in the results described above, raters in this study did not demonstrate the general level of prejudice against the obese that was expected. Raters did not, overall, respond to the candidates in ways which suggest that the unattractive (i.e., the obese stimuli in this setting) were less preferred as fellow employees, superiors or subordinates or were less likely to be hired, or to be given lower salaries. Results did show that subjects were more willing to place an obese female in a less desirable job and that raters were more willing to refuse to hire a female than a male stimulus. Results also indicated that subjects evaluated body weight differently for the male and female stimuli, being less likely to perceive the male stimulus as overweight even when his image was objectively increased to the same extent as was that of a female stimulus. Additionally, raters' reactions to the candidates were generally not influenced by rater characteristics such as academic background or gender. There was a tendency for obese individuals to be harsher raters, but this conclusion must be viewed tentatively in light of the relatively small number of obese individuals in the sample.

## CHAPTER EIGHT

### RATER DESCRIPTIONS OF THE STIMULUS CANDIDATES

#### 8.1 Introduction

In addition to the measures designed to assess the specific research hypotheses (see preceding chapter), respondents were also given several opportunities to provide general descriptions of their perceptions of the candidates. Respondents were asked to rate the candidates on a series of semantic differential items. They were also asked to provide adjectives which described the individual's personality and work history, and to indicate the candidate's strengths and weaknesses. These responses were then reviewed to determine if they revealed information about raters' reactions to the candidates that were not captured by the quantitative measurement items. The descriptors are reviewed and discussed in the pages that follow.

#### 8.2 Semantic Differential Scale Ratings

Respondents were asked to provide their evaluations of the candidate on a series of semantic differential items. It was hoped that responses to the semantic differential items might be related to, and might help to explain, significant differences in measures of candidate desirability or to job placement or salary decisions. As was seen in the preceding chapter, there were few significant differences among candidates on outcomes such as ratings of candidate desirability or job placement. Because of the failure to find dramatic differences across conditions, the semantic differential items were not analyzed as measures of convergence with other candidate ratings but were reviewed as

**TABLE 21**  
**MEANS and STANDARD DEVIATIONS OF SEMANTIC DIFFERENTIAL SCALE**

Variable .. PLS2Q21		Superior/Inferior				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	4.696	.626	69	4.545	4.846
RECCAND	Cand. B	4.671	.771	82	4.501	4.840
RECCAND	Cand. C	4.773	.697	66	4.601	4.944
RECCAND	Cand. D	4.718	.740	71	4.543	4.894
For entire sample		4.712	.711	288	4.629	4.794
Univariate F-tests with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
PLS2Q21	.40430	144.67556	.13477	.50942	.26455	.851
-----						
Variable .. PLS2Q22		Weak/Strong				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	4.623	1.059	69	4.369	4.877
RECCAND	Cand. B	4.622	1.038	82	4.394	4.850
RECCAND	Cand. C	4.303	1.052	66	4.044	4.562
RECCAND	Cand. D	4.225	1.149	71	3.953	4.497
For entire sample		4.451	1.084	288	4.326	4.577
Univariate F-tests with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
PLS2Q22	9.50230	327.81715	3.16743	1.15429	2.74406	.043
-----						
Variable .. PLS2Q23		Unfriendly/Friendly				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	4.884	1.266	69	4.580	5.188
RECCAND	Cand. B	4.805	1.071	82	4.570	5.040
RECCAND	Cand. C	5.091	1.173	66	4.803	5.379
RECCAND	Cand. D	5.169	1.171	71	4.892	5.446
For entire sample		4.979	1.171	288	4.843	5.115
Univariate F-tests with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
PLS2Q23	6.49811	387.37689	2.16604	1.36400	1.58800	.192
-----						
Variable .. PLS2Q24		Energetic/Sluggish				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	5.203	.867	69	4.995	5.411
RECCAND	Cand. B	4.976	.831	82	4.793	5.158
RECCAND	Cand. C	5.303	.877	66	5.088	5.519
RECCAND	Cand. D	5.056	.843	71	4.857	5.256
For entire sample		5.125	.858	288	5.025	5.225
Univariate F-tests with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
PLS2Q24	4.67532	206.82468	1.55844	.72826	2.13996	.095

TABLE 21 (Cont'd)

-----						
Variable .. PLS2Q25		Flexible/Rigid				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	5.174	.923	69	4.952	5.396
RECCAND	Cand. B	4.963	.895	82	4.767	5.160
RECCAND	Cand. C	4.985	.886	66	4.767	5.203
RECCAND	Cand. D	5.239	.933	71	5.019	5.460
For entire sample		5.087	.912	288	4.981	5.193
Univariate F-tests with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
PLS2Q25	4.11215	234.71771	1.37072	.82647	1.65852	.176
-----						
Variable .. PLS2Q26		Careless/Careful				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	4.812	1.287	69	4.503	5.121
RECCAND	Cand. B	4.805	1.138	82	4.555	5.055
RECCAND	Cand. C	4.985	1.170	66	4.697	5.272
RECCAND	Cand. D	4.944	1.107	71	4.682	5.206
For entire sample		4.882	1.172	288	4.746	5.018
Univariate F-tests with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
PLS2Q26	1.79784	392.18827	.59928	1.38094	.43396	.729
-----						
Variable .. PLS2Q27		Motivated/Unmotivated				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	5.478	.815	69	5.282	5.674
RECCAND	Cand. B	5.317	.915	82	5.116	5.518
RECCAND	Cand. C	5.303	.859	66	5.092	5.514
RECCAND	Cand. D	5.282	.865	71	5.077	5.486
For entire sample		5.344	.865	288	5.243	5.444
Univariate F-tests with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
PLS2Q27	1.68967	213.27908	.56322	.75098	.74998	.523
-----						
Variable .. PLS2Q28		Passive/Active				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	5.449	.916	69	5.229	5.669
RECCAND	Cand. B	5.110	.861	82	4.921	5.299
RECCAND	Cand. C	5.227	.837	66	5.021	5.433
RECCAND	Cand. D	5.239	.870	71	5.034	5.445
For entire sample		5.250	.876	288	5.148	5.352
Univariate F-tests with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
PLS2Q28	4.39485	215.60515	1.46495	.75917	1.92967	.125

TABLE 21 (Cont'd)

Variable .. P1S2Q29		Unsuccessful/Successful		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECCAND	Cand. A	4.870	.969	69	4.637	5.102
RECCAND	Cand. B	4.854	1.020	82	4.630	5.078
RECCAND	Cand. C	4.939	.943	66	4.708	5.171
RECCAND	Cand. D	4.746	1.052	71	4.498	4.995
For entire sample		4.851	.996	288	4.735	4.966

Univariate F-tests with (3,284) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P1S2Q29	1.31568	283.26418	.43856	.99741	.43970	.725

Variable .. P1S2Q30		Unintelligent/Intelligent		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECCAND	Cand. A	5.478	.885	69	5.266	5.691
RECCAND	Cand. B	5.220	.917	82	5.018	5.421
RECCAND	Cand. C	5.485	.808	66	5.286	5.684
RECCAND	Cand. D	5.338	.909	71	5.123	5.553
For entire sample		5.372	.886	288	5.269	5.474

Univariate F-tests with (3,284) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P1S2Q30	3.60818	221.63834	1.20273	.78042	1.54114	.204

Variable .. P1S2Q31		Extroverted/Introverted		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECCAND	Cand. A	4.957	.812	69	4.761	5.152
RECCAND	Cand. B	4.805	.728	82	4.645	4.965
RECCAND	Cand. C	5.091	.836	66	4.885	5.296
RECCAND	Cand. D	5.028	.845	71	4.828	5.228
For entire sample		4.962	.806	288	4.868	5.055

Univariate F-tests with (3,284) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P1S2Q31	3.43404	183.14582	1.14468	.64488	1.77503	.152

Variable .. P1S2Q32		Attentive/Inattentive		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECCAND	Cand. A	5.029	.804	69	4.836	5.222
RECCAND	Cand. B	4.841	.777	82	4.671	5.012
RECCAND	Cand. C	4.939	.762	66	4.752	5.127
RECCAND	Cand. D	5.155	.839	71	4.956	5.354
For entire sample		4.986	.801	288	4.893	5.079

Univariate F-tests with (3,284) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P1S2Q32	4.01004	179.93440	1.33668	.63357	2.10975	.099



TABLE 21 (Cont'd)

Variable .. PLS2Q33		Uncooperative/Cooperative				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	5.058	1.042	69	4.808	5.308
RECCAND	Cand. B	4.939	.947	82	4.731	5.147
RECCAND	Cand. C	4.909	1.003	66	4.662	5.156
RECCAND	Cand. D	5.155	1.104	71	4.894	5.416
For entire sample		5.014	1.022	288	4.895	5.132
Univariate F-tests with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
PLS2Q33	2.73089	297.21356	.91030	1.04653	.86983	.457
-----						
Variable .. PLS2Q34		Unproductive/Productive				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	5.072	.960	69	4.842	5.303
RECCAND	Cand. B	5.085	.932	82	4.881	5.290
RECCAND	Cand. C	5.136	.857	66	4.926	5.347
RECCAND	Cand. D	5.042	1.101	71	4.782	5.303
For entire sample		5.083	.963	288	4.972	5.195
Univariate F-tests with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
PLS2Q34	.31391	265.68609	.10464	.93551	.11185	.953
-----						
Variable .. PLS2Q35		Articulate/Inarticulate				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	5.493	.933	69	5.269	5.717
RECCAND	Cand. B	5.085	.834	82	4.902	5.269
RECCAND	Cand. C	5.227	1.064	66	4.966	5.489
RECCAND	Cand. D	5.197	.839	71	4.999	5.396
For entire sample		5.243	.924	288	5.136	5.350
Univariate F-tests with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
PLS2Q35	6.50695	238.47916	2.16898	.83972	2.58300	.054
-----						
Variable .. PLS2Q36		Feminine/Masculine				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	5.217	1.041	69	4.967	5.468
RECCAND	Cand. B	3.524	.972	82	3.311	3.738
RECCAND	Cand. C	4.879	1.015	66	4.629	5.128
RECCAND	Cand. D	3.394	1.102	71	3.134	3.655
For entire sample		4.208	1.303	288	4.057	4.359
Univariate F-tests with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
PLS2Q36	185.32160	302.17840	61.77387	1.06401	58.05768	.000

TABLE 21 (Cont'd)

Variable .. P1S2Q37		Decisive/Indecisive				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	4.928	.880	69	4.716	5.139
RECCAND	Cand. B	5.049	.901	82	4.851	5.247
RECCAND	Cand. C	4.985	.850	66	4.776	5.194
RECCAND	Cand. D	5.056	.876	71	4.849	5.264
For entire sample		5.007	.876	288	4.905	5.108
Univariate F-tests with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P1S2Q37	.78406	219.20206	.26135	.77184	.33861	.797
-----						
Variable .. P1S2Q38		Incapable/Capable				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	5.217	.983	69	4.981	5.454
RECCAND	Cand. B	5.134	1.028	82	4.908	5.360
RECCAND	Cand. C	5.152	.949	66	4.918	5.385
RECCAND	Cand. D	5.211	1.182	71	4.931	5.491
For entire sample		5.177	1.036	288	5.057	5.297
Univariate F-tests with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P1S2Q38	.38939	307.57936	.12980	1.08303	.11985	.948
-----						
Variable .. P1S2Q39		Uneducated/Educated				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	6.159	.740	69	5.982	6.337
RECCAND	Cand. B	5.866	.926	82	5.662	6.069
RECCAND	Cand. C	5.924	.730	66	5.745	6.104
RECCAND	Cand. D	5.901	.913	71	5.685	6.117
For entire sample		5.958	.842	288	5.861	6.056
Univariate F-tests with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P1S2Q39	3.79816	199.70184	1.26605	.70318	1.80048	.147
-----						
Variable .. P1S2Q40		Honest/Dishonest				
FACTOR	CODE	Mean	Std. Dev.	N	95 percent Conf. Interval	
RECCAND	Cand. A	5.304	.960	69	5.074	5.535
RECCAND	Cand. B	5.183	1.079	82	4.946	5.420
RECCAND	Cand. C	5.242	1.053	66	4.983	5.501
RECCAND	Cand. D	5.423	.995	71	5.187	5.658
For entire sample		5.285	1.024	288	5.166	5.403
Univariate F-tests with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P1S2Q40	2.34283	298.30995	.78094	1.05039	.74348	.527

TABLE 21 (Cont'd)

Variable .. PLS2Q41		Hard-working/Lazy		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECCAND	Cand. A	5.449	.883	69	5.237	5.662
RECCAND	Cand. B	5.280	.906	82	5.081	5.480
RECCAND	Cand. C	5.303	.911	66	5.079	5.527
RECCAND	Cand. D	5.437	.967	71	5.208	5.666
For entire sample		5.365	.916	288	5.258	5.471
Univariate F-tests with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
PLS2Q41	1.69332	239.02543	.56444	.84164	.67065	.571
-----						
Variable .. PLS2Q42		Untrustworthy/Trustworthy		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECCAND	Cand. A	5.174	1.111	69	4.907	5.441
RECCAND	Cand. B	5.061	1.070	82	4.826	5.296
RECCAND	Cand. C	5.076	.982	66	4.834	5.317
RECCAND	Cand. D	5.507	.969	71	5.278	5.736
For entire sample		5.201	1.047	288	5.080	5.323
Univariate F-tests with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
PLS2Q42	9.34359	304.97586	3.11453	1.07386	2.90032	.035
-----						
Variable .. PLS2Q43		Ambitious/Unambitious		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECCAND	Cand. A	5.536	.797	69	5.345	5.728
RECCAND	Cand. B	5.329	.890	82	5.134	5.525
RECCAND	Cand. C	5.288	.873	66	5.073	5.502
RECCAND	Cand. D	5.310	.935	71	5.089	5.531
For entire sample		5.365	.877	288	5.263	5.466
Univariate F-tests with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
PLS2Q43	2.73617	217.98258	.91206	.76754	1.18828	.314
-----						
Variable .. PLS2Q44		Immature/Mature		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECCAND	Cand. A	5.232	1.202	69	4.943	5.521
RECCAND	Cand. B	5.317	1.099	82	5.076	5.558
RECCAND	Cand. C	4.864	1.188	66	4.572	5.156
RECCAND	Cand. D	5.380	1.047	71	5.132	5.628
For entire sample		5.208	1.144	288	5.076	5.341
Univariate F-tests with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
PLS2Q44	10.94893	364.55107	3.64964	1.28363	2.84322	.038

TABLE 21 (Cont'd)

Variable .. P1S2Q45		Popular/Unpopular		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECCAND	Cand. A	4.594	.773	69	4.408	4.780
RECCAND	Cand. B	4.476	.757	82	4.309	4.642
RECCAND	Cand. C	4.697	.877	66	4.481	4.912
RECCAND	Cand. D	4.648	.776	71	4.464	4.832
For entire sample		4.597	.795	288	4.505	4.689
Univariate F-tests with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P1S2Q45	2.05230	179.22548	.68410	.63108	1.08402	.356
-----						
Variable .. P1S2Q46		Messy/Neat		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECCAND	Cand. A	5.188	1.364	69	4.861	5.516
RECCAND	Cand. B	4.695	1.312	82	4.407	4.983
RECCAND	Cand. C	4.939	1.226	66	4.638	5.241
RECCAND	Cand. D	4.775	1.256	71	4.477	5.072
For entire sample		4.889	1.299	288	4.738	5.040
Univariate F-tests with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P1S2Q46	10.36373	474.08072	3.45458	1.66930	2.06948	.104
-----						
Variable .. P1S2Q47		Happy/Unhappy		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECCAND	Cand. A	5.116	.883	69	4.904	5.328
RECCAND	Cand. B	4.659	.773	82	4.489	4.828
RECCAND	Cand. C	4.939	.909	66	4.716	5.163
RECCAND	Cand. D	4.817	.833	71	4.620	5.014
For entire sample		4.872	.860	288	4.772	4.971
Univariate F-tests with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P1S2Q47	8.35775	203.88878	2.78592	.71792	3.88055	.010
-----						
Variable .. P1S2Q48		Healthy/Unhealthy		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECCAND	Cand. A	5.464	.948	69	5.236	5.692
RECCAND	Cand. B	4.915	.971	82	4.701	5.128
RECCAND	Cand. C	5.242	1.009	66	4.994	5.490
RECCAND	Cand. D	4.901	.943	71	4.678	5.125
For entire sample		5.118	.991	288	5.003	5.233
Univariate F-tests with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P1S2Q48	15.99318	265.99293	5.33106	.93659	5.69196	.001

TABLE 21 (Cont'd)

Variable .. P1S2Q49		Insecure/Secure		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECCAND	Cand. A	4.754	1.387	69	4.420	5.087
RECCAND	Cand. B	4.659	1.239	82	4.386	4.931
RECCAND	Cand. C	4.591	1.336	66	4.263	4.919
RECCAND	Cand. D	4.169	1.298	71	3.862	4.476
For entire sample		4.545	1.324	288	4.392	4.699
Univariate F-tests with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P1S2Q49	14.23620	489.17700	4.74540	1.72245	2.75502	.043
-----						
Variable .. P1S2Q50		Undisciplined/Disciplined		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECCAND	Cand. A	5.217	1.110	69	4.951	5.484
RECCAND	Cand. B	5.012	1.149	82	4.760	5.265
RECCAND	Cand. C	4.955	1.115	66	4.680	5.229
RECCAND	Cand. D	5.070	1.280	71	4.768	5.373
For entire sample		5.062	1.164	288	4.927	5.198
Univariate F-tests with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P1S2Q50	2.63654	386.23846	.87885	1.35999	.64621	.586
-----						
Variable .. P1S2Q51		Confident/Unsure		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECCAND	Cand. A	5.348	.905	69	5.131	5.565
RECCAND	Cand. B	5.195	.853	82	5.008	5.382
RECCAND	Cand. C	5.288	.760	66	5.101	5.475
RECCAND	Cand. D	5.239	.870	71	5.034	5.445
For entire sample		5.264	.847	288	5.166	5.362
Univariate F-tests with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P1S2Q51	.95434	204.99010	.31811	.72180	.44073	.724
-----						
Variable .. P1S2Q52		Attractive/Unattractive		N	95 percent Conf. Interval	
FACTOR	CODE	Mean	Std. Dev.			
RECCAND	Cand. A	4.783	.855	69	4.577	4.988
RECCAND	Cand. B	4.683	.859	82	4.494	4.872
RECCAND	Cand. C	4.682	.844	66	4.474	4.889
RECCAND	Cand. D	4.493	.630	71	4.344	4.642
For entire sample		4.660	.806	288	4.566	4.753
Univariate F-tests with (3,284) D. F.						
Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
P1S2Q52	3.09289	183.55989	1.03096	.64634	1.59508	.191

independent items. The means and variances of each of the semantic differential items can found in Table 21. In comparing across the values, the reader should be advised that items 21, 24, 25, 27, 31, 32, 35, 37, 40, 42, 45, 47, 48, 51, and 52 were reverse-scored so that higher values in each case indicate more positive qualities. As can be seen in those figures, there was very little differentiation across candidates in terms of raters' perceptions of them. Using a significance value of .05, there are significant differences across candidates on the following bipolar adjective pairs:

**Item 22: "Weak/Strong" :** Comparing the results obtained across the candidates, Candidates A and B (the average-weight candidates) received ratings significantly stronger than Candidate D (the overweight female ( $z = 2.17, p < .05$ ))

**Item 35: "Articulate/Inarticulate":** Comparing results obtained across the candidates, Candidate A (average-weight male) is rated as significantly more articulate than Candidates B and D (the female candidates) ( $z = 1.97, p < .05$ ).

**Item 36: "Masculine/Feminine":** Comparing the results obtained across candidates, candidates A and C (males) are rated as significantly more masculine than the females (candidates B and D) ( $z = 8.37$ , significant at  $p < .05$ ). However, there was also a trend indicating that the overweight male was perceived as less masculine than the average-weight male ( $z = 1.91, p < .056$ ). The means for the females were not significantly different from one another ( $z = .77$ , not significant at  $p < .05$ ).

**Item 42: "Trustworthy/Untrustworthy":** Comparing the results obtained across candidates, Candidate D (overweight female) was rated as significantly more trustworthy than both Candidate C (overweight male) ( $z = 2.56$ , significant at  $p < .05$ ) and Candidate B (average-weight female) ( $z = 2.71$ , significant at  $p < .05$ ). The differences between candidate D (overweight female) and candidate A (average-weight male) were not significant ( $z = 1.89$ , not significant at  $p < .05$ ).

**Item 44: "Mature/Immature":** Comparing the results obtained across candidates, Candidate D (overweight female) received a significantly higher maturity rating than Candidate C (overweight male), but Candidate C's mean rating was not significantly higher than those of the other two conditions (e.g., comparing A to C, the next largest gap,  $z = 1.79$ , not significant at  $p < .05$ ).

**Item 47: "Happy/Unhappy":** Comparing the results obtained across candidates, Candidate A (average-weight male) received a mean happiness rating that was significantly greater than means of the female candidates (comparing A to B [average-weight female],  $z = 3.52$ , significant at  $p < .05$ ; comparing A to D [overweight female],  $z = 2.08$ , significant at  $p < .05$ ). Candidate A's mean rating was not significantly greater than that of Candidate C (overweight male), and C's mean was not greater than B (average-weight female) or D (overweight female) ( $z = .82$ , not significant at  $p < .05$ ).

**Item 48: "Healthy/Unhealthy" ( $\alpha = .001$ ):** Comparing across candidates, Candidates A (average-weight male) and C (overweight male) had means significantly greater than those of the female stimuli ( $z = 3.51$ , significant at  $p < .05$ ). The mean values for A and C, however, were not significantly different from one another ( $z = 1.32$ , not significant at  $p < .05$ ).

**Item 49: "Secure/Insecure":** Comparing across candidates, Candidate D (overweight female) had a mean rating which was significantly lower than the means for A (average-weight male) or B (average-weight female). Comparing A to D,  $z = 2.58$ , significant at  $p < .05$ . Comparing B to D,  $z = 2.38$ , significant at  $p < .05$ . The difference between means for Candidates C (overweight male) and D (overweight female) were not significant at the conventional level of  $p < .05$ , but approached significance ( $p < .065$ ).

Of the thirty-two items in the semantic differential scale, eight generated significant differences across the candidates. Of those eight significant items, one is the masculinity/femininity dimension, where significant differences would be expected due to the differences in gender of the stimulus individuals. If one imposes a more stringent confidence interval, in the interest of controlling for type I error (i.e., the

danger of rejecting the null hypothesis when it is in fact true or of "finding" significance by chance), and then uses the level of  $p < .01$ , only items 36 (Masculinity/Femininity), 47 (Unhappy/Happy) and 48 (Unhealthy/Healthy) remain for consideration. One may then conclude that Candidate A (the average-weight male) was perceived as happier and healthier than the others; however, as will be indicated in the subsequent review of the other outcome variables, he was not necessarily seen as a more desirable job candidate. Intercorrelations among the semantic differential items are provided in Appendix D.

### 8.2.2 Qualitative Descriptions of Candidates:

#### 8.2.2.1 Adjectival Personality Descriptors

In questions 17 through 20, raters were asked to provide more qualitative reactions to the candidate. Question 17 asked raters to "Give three adjectives to describe this individual's personality." The descriptors assigned to each candidate are listed in Figures 18, 19, 20, 21, 22, and 23. Figures in parentheses following an adjective are indicators of how many respondents within that particular condition applied that label to the candidate. For example, for Candidate A, the response "Adventurous (2)" indicates that two subjects labelled the candidate as adventurous. Additionally, the side-by-side listings provided in Figures 18-23 indicate which responses were found either (a) only in descriptions of the male stimuli (coded with a "@" symbol), (b) only in descriptors of the female stimuli (coded with a "+" symbol), (c) only for the average-weight stimuli (coded with a "\*" symbol), or (d) only applied to the overweight stimuli (coded with a "#" symbol). Descriptors unique to a single candidate are underlined.



To aid in interpretation of these items, adjectives were coded regarding their content. The author reviewed all responses: adjectives that were assessed as be clearly positive were coded as such; adjectives which were assessed as clearly negative were also coded as such. All other adjectives were assigned to the neutral category.

The ratings generated were then reviewed by four other raters (faculty of the author's university) who indicated their agreement or disagreement with the author's categorizing (positive, negative, or neutral) of the adjectives were placed. The raters agreed with 95% of the adjectives coded by the author as positive and 90% of those coded as negative. The percentage of items which all raters agreed should be coded as neutral dropped to 69%. This is not surprising, given that these neutral adjectives are those which are least readily categorizable and thus most subject to alternative interpretations. Because less confidence can be placed in the neutral descriptors, and fewer conclusions can be drawn regarding them, the discussion that follows will focus primarily on the positive and negative descriptors offered.

The summary of responses across conditions for question 17: "Give three adjectives to describe this individual's personality" are provided in Figures 18, 19, and 20. It is difficult to make readily interpretable comparisons across candidates due to the large number of descriptors generated. What may be noted is the relative proportion of descriptors in the positive, negative and neutral categories and the descriptors which were generated regarding specific candidates. See also Table 22, which is titled "Summary of Adjective Responses."

As can be seen in Table 22, candidate A (average-weight male) garnered the largest proportion of positive descriptors: 61.6%. That is, of all the adjective descriptors recorded for this candidate, 61.6% were positive; 52.4% of the descriptors for Candidate B were positive; and 52.6% of the descriptors for Candidate D were positive. Using the test of proportions described in Mason, Lind and Marchal (1991, page 315), these proportions were compared to each other in a technique which produced Z-score measures of the differences between the two proportions. Results indicate that these proportions are not significantly different from each other (comparing Candidate B to Candidate D,  $Z = .04$ , non-significant at  $p < .05$ ), nor are they are significantly lower than the proportion of positives accorded to Candidate A (comparing A to D,  $Z = 1.77$ , non-significant at  $p < .05$ ; comparing A to B,  $Z = 1.17$ , non-significant at  $p < .05$ ). Candidate C fared the worst in this category, with 46.6% of responses being positive, a proportion significantly lower ( $Z = 2.02$ , significant at  $p < .05$ ) than that obtained by Candidate A, but not significantly different from the other proportions recorded.

<p><b>Candidate A</b>  <b>Q. 17: PERSONALITY</b>  <b>POSITIVES:</b>  Active +  Adventurous  Adventurous (2)  Approachable  Articulate (4)  Articulate (2)  Assertive  Capable  Challenging  Clean-cut (2) #  Confident (1)  Conspicuous  Dedicated  Dependable  Eager (2)  Easygoing (4)  Energetic (5)  Friendly (15)  Good speaker  Happy (2) #  Hard working (4)  Healthy  Kneest (6)  Kneest/Up Front  Initiating  Innovative (2)  Intelligent (4)  Kind  Pleasant (2)  Initiate  Motivated (8)</p>	<p><b>Candidate B</b>  <b>Q. 17: PERSONALITY:</b>  <b>POSITIVES:</b>  Active +  Adventurous  Adventurous (2)  Articulate (2)  Assertive  Bright  Caring +  Charming  Cheerful  Composed  Confident (10)  Courageous to do such a video+  Conspicuous  Decisive (3)  Determined (2)  Direct (3)  Eager (3)  Easygoing  Educated (2) +  Energetic (4)  Enthusiastic +  Frank  Friendly (13)  Giving  Good grammar (sic)  Hard working (3)  Kneest  Hopeful  Independent (3)  Innovative (sic)  Intelligent (5)  Kind  Motivated (6)</p>	<p><b>Candidate C</b>  <b>Q. 17: PERSONALITY</b>  <b>POSITIVES:</b>  Adventurous  Adventurous  Articulate (3)  Assured  Bright  Cheerful (2)  Clean  Confidence  Confident (4)  Creative (3)  Decisive  Eager (2)  Easy-going  Earnest  Energetic  Friendly (10)  Good appearance  Gregarious #  Happy (2) #  Hardworker  Hardworking  Kneest (2)  Informative  Innovative  Likable #  Loyal (2) #  Motivated to improve self  Motivated (3)</p>	<p><b>Candidate D</b>  <b>Q. 17: PERSONALITY</b>  <b>POSITIVES:</b>  Adventurous  Adventurous (3)  Approachable  Articulate (5)  Assertive  Brevé  Bright (2)  Capable (2)  Caring +  Comfortable  Communicative  Compliant  Confident (4)  Courageous +  Dedicated  Diligent  Eager  Educated (2) +  Effective communicator  Energetic (5)  Enthusiastic (2) +  Extrovert  Friendly (10)  Friendly/cheerful  Friendly Conservative  Fun Loving  Great  Gregarious #  Happy/polite  Hard-working  Kneest  Imaginative  Innovative  Initiative  Intelligent (2)  Likable #  Loyal/Intelligent #  Motivated (5)</p>
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+: Average-weight stimuli  
 #: Overweight stimuli  
 #: Male stimuli only  
 ++: Female stimuli only  
 Underline indicates comment unique to that stimulus.

FIGURE 18  
 CANDIDATE PERSONALITY ADJECTIVE DESCRIPTORS: POSITIVES

<b>Candidate A</b>	<b>Candidate B</b>	<b>Candidate C</b>	<b>Candidate D</b>
<b>Q. 17: PERSONALITY</b>	<b>Q. 17: PERSONALITY</b>	<b>Q. 17: PERSONALITY</b>	<b>Q. 17: PERSONALITY</b>
<b>POSITIVES:</b>	<b>POSITIVES:</b>	<b>POSITIVES:</b>	<b>POSITIVES:</b>
Nice 2	Nice 3	Nice 2	Nice (2)
Nice	Open (3)	Nice	Open
Open (2)	Outgoing (5)	Open	Outgoing (7)
Outgoing (6)	Perceptive +	Outgoing (9)	Perceptive
Personable (2)	Pleasant (4)	Personable	Personable
Pleasant	Polished	Pleasant (7)	Persuasive
Pleasing	Positive	Popular	Pleasant (4)
Polite	Relaxed	Resourceful	Relaxed (2)
Positive (2)	Resourceful	Responsible (2)	Reliable (2)
Seemed relaxed	Startling	Self-reliant	Relatable
Relaxed	Secure (2) +	Sincere (3)	Secure
Responsible	Self-assured	Straight forward (2)	Self motivated (2)
Straightforward (3)	Self-confident	Warn	Sincere (2)
Self-confident	Self-motivated		Skillful(sic)
Self-motivated	Self-sufficient		Smart
Self-assured	Straight-forward (3)		Stable
Strong (2) *	Sincere (4)		Staunch
Trustworthy (2)	Strong (2) *		Straight forward
Wholehearted	Understanding		Thoughtful
	Warm (3)		Warn
	Well rounded		

FIGURE 18 (Cont'd)

Candidate A	Candidate B	Candidate C	Candidate D
Q.17: PERSONALITY NEGATIVES:	Q.17: PERSONALITY NEGATIVES:	Q.17: PERSONALITY NEGATIVES:	Q.17: PERSONALITY NEGATIVES:
Awkward	Alloof	Alloof	Boring (3)
Boring	Boring (4)	Arrogant	Boxy
Cold/flat	Boring voice	Boring (4)	Dull (5)
Cold	Dull	Deceiving	Flat
Dull (4)	Dependent	Dependent	Flavorless
Emo-centric	Expressionless +	Dull	Lacks Expression +
Flat (2)	Flat (2)	Fake	Lacks direction
Inanimate	Intraverted	Flat	Lacks assertiveness
Lazy	Lacks some confidence	Impulsive	Lazy
Nervous (2)	Monotone (2)	Indecisive	Loneliness
Rigid	Nervous (2)	Inhibited	Overweight
Shifty eyes e	Not particular to appearance	Insecure (would drive me crazy)	Passive (2)
Stiff (3)	Non-expressing	Intravert	Repetitive
Timid e	Non-assertive	Intraverted (2)	Restless
Tense (2)	Non-stimulating	Lacking	Rigid (2)
Uncertain (sic)	Opportunistic	Lackluster	Self-conscious +
Unenthusiastic	Passive (2)	Airless	Sheeplike
Unexciting	Pushy	Lesser	Sloppy +
Unkept (sic)	Self-conscious +	Low energy f	Slow (2)
Unimpressive (2)	Somewhat rigid	Monotone	Sluggish f
	Sloppy +	Moody	Total Sarcasm
	Stilted	Nervous	Total protest
	Strange	Non-aggressive (2) f	Unaggressive f
	Tense	Non-assertive	Uncertain
	Trite	Non-distinquishing	Unconfident
	Unenthusiastic	Passive	Uncombed
	Unexciting	Silly	Uninteresting
	Uneasy	Spastic eyes e	Weak f
	Unhappy	Timid	
	Uninspiring	Unassuming	
	Uninteresting	Unfriendly	
	Unsure of career goal	Uninspiring	
	Unsure	Unresponsive	
	Unsympathetic	Unlucky (sic)	
	Wardy	Weak (2) f	

## CODING KEY:

e: Male Stimul. Only  
 +: Female Stimul. Only  
 \*: Average-Weight Only  
 f: Overweight Only  
 Underline indicates comment  
 unique to that stimulus

FIGURE 19  
 CANDIDATE PERSONALITY ADJECTIVE DESCRIPTORS: NEGATIVES

Candidate A		Candidate B		Candidate C		Candidate D	
Q.17: PERSONALITY	NEUTRALS:	Q.17: PERSONALITY	NEUTRALS:	Q.17: PERSONALITY	NEUTRALS:	Q.17: PERSONALITY	NEUTRALS:
Average (3)		Aggressive (2)		A little uncertain		Academic	
Bland (2)		Assertive (2)		Ambitious		Ambitious	
"Blah"		Average (2)		Analyzing		Analytical	
Conservative		Bland (2)		Athletic		Average	
Controlled		Businesslike		Average (3)		Bland (4)	
Deflated		Calm (4)		"Blegh"		Brilliant	
Deflated		Control		Bland		Calm (3)	
Deflated		Collective		Broad		Concrete	
Direct (2)		Complex		Business oriented		Conservative (2)	
Directed		Controlled		Business-like (sic)		Curious +	
Earnest		Controlled (2)		Calm (5)		Deciding	
Educated (2)		Cool		Concise		Determined (2) +	
"Evel"		Curious (2) +		Conservative (2)		Independent (2) #	
Eye contact problem with viewer		Determined (2) +		Controlled(sic)		Informative	
—was he reading?		Flexible (2)		Conventional		Interesting	
I don't have a picture of the		Introversed		Direct		Introversed (5)	
Personality		Interested		Disciplined		Logical	
Interesting		Literate		Down to earth		Managerial skills	
Laid back		Matter-of-fact		Difficult		Monotone (2)	
Low-key		Neutral		Even paced		Non-aggressive (2)	
Neat		Non-emotional		Flexible (2)		Not exciting	
Monotonic		Pragmatic		Impersonal		Ordinary	
Mild-mannered (2)		Professional		Independent (2) #		Organized	
Nonaggressive (sic)		Organized (3)		Informal		Outspoken (2)	
Non-threatening #		Passive *		Impulsive		Personnel(sic)	
Organized (2)		Placid *		Intense		Resistant(sic)	
Passive *		Plain (5)		Interested		Plain (3)	
Placid *		Quiet (4)		Moderately aggressive(sic)		Planner	
Plain		Rational		Non-threatening #		Quiet (3)	
Product-oriented		Reserved (2)		Ordinary		Reserved (4)	
Quiet		Rhythmic		Organized (2)		Shy	
Reserved (2)		Self-contained		Professional		Soft spoken	
Sharp		Serious (4)		Proper		Structured	
Serious (3)		Shy		Quiet		Subliminal	
Tries hard		Simple		Reserved (2)			
Unemotional		Steady		Shy			
		Stoic		Social			
		Strong willed (4)		Subtle			
		Talented		Somewhat bland			
		Not enough data		Stodious			
				Travelled			

FIGURE 20  
CANDIDATE PERSONALITY ADJECTIVE DESCRIPTORS: NEUTRALS

Q: Male Stimuli Only  
+ : Female Stimuli Only  
\*: Average-Weight Only  
#: Overweight Stimuli Only

Regarding negative personality descriptors (see Figure 19): Candidate C (overweight male) fared the worst, with 23% of responses being negative. This proportion, however, is not significantly greater than the others (comparing C to D:  $z = .97$ , not significant at  $p < .05$ ; comparing C to B:  $z = .07$ , not significant at  $p < .05$ ). Female candidates B and D again were not different from one another in terms of negative descriptors, with the proportion of responses being 18.6% and 18.9% respectively. Candidate A (average-weight male) fared the best, with only 15.3% of responses being negative. However, again, in terms of statistical significance this proportion is not significantly different from the others (comparing A to C, the greatest difference between proportions,  $z = .88$ , not significant at  $p < .05$ ).

Neutral personality descriptors for the candidates were allocated as follows (see also Figure 20): 23.2% of responses to Candidate A (average-weight male) were neutral; 29% of responses to Candidate B (average-weight female) were neutral; 30.5% of responses to Candidate C (overweight male) were neutral; and 28.6% of responses to Candidate D (overweight female) were neutral. None of these proportions were significantly different from one another in a set of pairwise comparisons of proportions (comparing A to C, the greatest difference between proportions,  $z = .09$ , not significant at  $p < .05$ ). If this difference is not significant, it can be safely assumed that none of the smaller differences are statistically significant.

Overall, then, in terms of personality-related attributions, Candidate A (average-weight-male) generated a marginally more positive response, although this difference was not statistically significant at  $p < .05$ . There was of course a significant amount of

overlap across the categories of personality descriptors. The similarities and differences across the candidates will be briefly reviewed.

For example, a few positive descriptors were applied only to specific categories of candidates. The terms "clean," "happy" and "neat," were applied only to the male candidates. The terms "assertive," "caring," "courageous," "educated," and "enthusiastic" were applied only to the female candidates. The term "active" was found only in descriptors of the average-weight candidates (A and B).

There were also positive descriptors which were unique to one candidate. Candidate A (average-weight male), for example, was the only individual for whom the descriptors of "agreeable," "ambitious," "challenging," "congenial," "dedicated," "healthy," "mature," "polite," "trustworthy" and "wholesome" were generated.

Candidate B's (average-weight female) unique positive descriptors included "charming," "cheerful," "composed," "courteous," "decisive," "determined," "direct," "frank," "giving," "hopeful," "independent," "poised," "understanding," and "well rounded." It might be noted that these descriptors, unlike those generated for Candidate A, tend to be more oriented to the domain of social behavior rather than to individual behavior. That is, a number of the unique descriptors generated for Candidate A (e.g., ambitious, dedicated, healthy, mature) describe him as an individual; a number of the unique descriptors of Candidate B (e.g., charming, cheerful, courteous, giving, understanding) related to her skills or abilities in relating to others.



Unique positive descriptors for Candidate C (overweight male) included "assured," "good appearance," "informative, and "popular." It is noteworthy that this candidate was deemed to have "good appearance" despite the image alteration; no similar descriptor was provided for the expanded female candidate image.

Unique positive descriptors for Candidate D (overweight female) included "approachable," "brave," "comfortable," "communicative," "competent," "devoted," "diligent," "imaginative," "impressive," "persuasive," "reliable," "skillful," "smart," "stable," "staunch," and "thoughtful." While these descriptors do not relate to the social domain as specifically as did the descriptors for the other female candidate, it is worth noting that neither do any of these unique descriptors imply action or activity. Rather, they call to mind someone who is "devoted, diligent, stable, staunch"--faithful but not flashy, not outstanding in skills or effort.

In the negative personality descriptors, fewer commonalities were observed. Both male candidates were described as "timid;" both overweight candidates were described as "low energy," "non-aggressive," "sluggish," and "weak." It is interesting that the commonalities unique to the overweight candidates all related to inactivity or low levels of energy, lending further support to the presence of such a component in the social stereotype of the overweight.

Commonalities across the two female candidates included "lacks expression," "self-conscious" and "sloppy." Candidate A (average-weight male) was described as

"unkept" (sic), so there is some overlap across candidates, but "sloppy" seems to imply a somewhat more pejorative judgment. Both these comments, however, may be responses to the fact that neither candidate wore a jacket or a suitcoat. Several comments regarding the inappropriateness of the applicant's dress were made in this and other sections of the questionnaire.

As regards unique negative personality descriptors, there was much more variation across the candidates in this category. Candidate A (average-weight male) was described as "anxious," "cold," "ego-centric" (sic), "immature," "stiff," "uncertain," and "unimaginative."

Candidate B's (average-weight female) negative descriptors included "lacks some confidence," "not particular to appearance," "non-energetic," "non-stimulating," "opportunistic," "pushy," "stilted," "strange," "uneasy," "unhappy," "uninspiring," "unspontaneous" (sic), and "wordy."

Candidate C's (overweight male) unique negatives included "arrogant," "deceiving," "fake," "impulsive," "indecisive," "inhibited," "insecure," "lacking," "lackluster," "listless," "loner," "mousey," "non-assertive," "non-distinguishing," "silly," "unassuming," "unfriendly," "unresponsive," and "unsincere" (sic).

Candidate D's (overweight female) unique negatives include "dry," "flavorless," "lacks direction," "lacks assertiveness," "low esteem," "overweight," "repetitive," "restive," "sheeplike," "slow," "too serious," "too proper," and "unencumbered."

As regards neutral descriptors: Paired comparisons of the proportions of neutral responses accorded to each candidate show no significant differences in paired comparisons across the conditions. Proportions ranged from 23% for Candidate A (average-weight male) to 30.5% for Candidate C (overweight male), but these differences can be attributable only to slight fluctuations in response patterns across the candidates (comparing A to C,  $z = .09$ , not significant at  $p < .05$ ).

There were a number of commonalities across this category. All candidates were described as "average", "controlled," and "plain." Both male candidates were described as "serious" or "somber" and as "non-threatening;" both female candidates were described as "curious" and "determined," while the latter adjective was applied only to the average-weight male. In general, the neutral descriptors paint a picture of an applicant who is quiet, serious, not exciting, nor excitable.

#### 8.2.2.2 Adjectival Work History Descriptors

Regarding the descriptors applied to the candidates' work history (Q. 18: "Give three adjectives to describe this individual's experience or work history"), the responses to this question are summarized in Figures 21, 22, and 23 (see pages 181, 182, and 183). A summation of these values is also provided in Table 23. The proportions of respondents providing positive descriptors (Figure 21) were approximately equal across conditions, with paired comparative tests of proportions indicating no significant differences in the proportions of positive, negative or neutral responses accorded to each

candidate. For the positive descriptors, comparing candidate B (average-weight female) to candidate C (overweight male), the greatest difference between proportions, yields a Z score = .77, not significant at  $p < .05$ . For the negative descriptors, also comparing B (average-weight female) to C (overweight male) (the largest difference),  $z = .46$ , not significant at  $p < .05$ . For the neutral descriptors, comparing candidate A (average-weight male) to candidate D (overweight female) (the greatest difference across proportions),  $z = .51$ , not significant at  $p < .05$ .

Indeed, across positive, negative and neutral descriptors of work history there was a high level of similarity of response patterns, with about 28-30% of responses being positive, about 60% negative, and 10-12% being negative in content.

Candidate A		Candidate B		Candidate C		Candidate D	
Q.18: WORK HISTORY:		Q.18: WORK HISTORY:		Q.18: WORK HISTORY:		Q.18: WORK HISTORY:	
<b>POSITIVES:</b>		<b>POSITIVES:</b>		<b>POSITIVES:</b>		<b>POSITIVES:</b>	
Acceptable		Adventurous		Appropriate		Capable	
Active (2)		Appropriate		Capable		Competent	
Capable		Capable		Confident		Conspicuous	
Confident		Comprehensive		Dependable		Efficient	
Dependable e		Confident		Eager		Energetic	
Determined		Consistent		Extensive (5)		Expert	
Efficient (2)		Educated		Good (2)		Good (3)	
Experienced (3) *		Excellent		Hard worker		Hard worker	
Hard Worker (2)		Experienced (3)		Hardworking (3)		Hard working (3)	
Hard working (4)		Extensive (7)		Hardworking (3)		Honest	
Helpful		Good		Increasing Responsibility		Honest/working	
Honest (2)		Good experience		Independent worker		Impressive	
Impressive (2)		Good first step		Knowledgeable		Impressive	
Motivated (3)		Impressive (4)		Motivated (3)		Excellent	
Positing		Industrious (2)		Productive		Integrative(sic)	
Productive (2)		Leader		Progressive		Intelligent	
Professional		Leadership		Relevant (2)		Loyal (2)	
Progressive (3)		Leadership ability		Responsible (4)		Motivated (5)	
Respectable (2)		Learned		Risk taker		Productive (2)	
Responsible (3)		Motivated (3)		Solid		Progressive (2)	
Solid e		Outgoing		Steadfast		Promising	
Some risk taking e		Productive (5)		Steady		Reliable	
Substantial		Progressive (2)		Substantial		Respectable (3)	
Successful		Responsibility		Thorough		Self-confidence	
Useful		Responsible (6)		Well educated		Self-motivated	
Versatile (sic)		Self-directed		Well rounded (4)		Solid	
Well Educated		Skilled		Well travelled		Steady	
Well-rounded (3)		Strong				Strong (2)	
		Strong customer relations				Substantive	
		Successful				Successful	
		Thorough				Takes on Responsibility	
		Versatile				Thorough	
		Well rounded (3)				Versatile(sic)	
		Well-organized				Well rounded (4)	
		Well-travelled (2)				Well-trained	

## CODING KEY:

e: Male Stimuli Only

+: Female Stimuli Only

\*: Average-Weight Stimuli

f: Overweight Stimuli only

Underline indicates a comment unique to that stimulus.

FIGURE 21  
CANDIDATE WORK HISTORY ADJECTIVE DESCRIPTORS: POSITIVES

<b>Candidate A</b> <b>Q.18: WORK HISTORY</b> <b>NEGATIVES:</b>	Disjointed (2) * Inconsistent Jumpy Limited (4) Marginal Patchy Questionable Sporadic Demanding Unfocused Unimpressive Uninteresting Unrelated Unsuccessful * Unstable	<b>Candidate B</b> <b>Q.18: WORK HISTORY</b> <b>NEGATIVES:</b>	Disjointed * Easily bored High turn over Inconsistent Irratic (sic) Irrelevant Job hopping Limited Low G.P.A. 3.3 Poor managerial Not challenging Not impressive Non-varied Sporadic Unfocused Unimpressive Uninspiring Unrelated Unstable Unsuccessful * <u>Weak</u>	<b>Candidate C</b> <b>Q.18: WORK HISTORY</b> <b>NEGATIVES:</b>	Choppy Dull Erratic Lack of responsibility Limited (5) Sporadic (2) Truncated Unchallenging Undecided Undirected Unrelated Unstable (2) Vague(sic)	<b>Candidate D</b> <b>Q.18: WORK HISTORY</b> <b>NEGATIVES:</b>	Inconsistent(sic) Lacking depth Lack of longevity Limited (2) Little Marginal Not much responsibility Sporadic (2) Tardious Too jumpy Unstable Unimpressive (3) Uninteresting Unstable
--	--	--	---	--	--	--	---

## CODING KEY:

♂: Male Stimuli Only  
 ♀: Female Stimuli Only  
 #: Average-weight Stimuli  
 \$: Overweight Stimuli only  
 Underline indicates a comment unique to that stimulus.

FIGURE 22  
CANDIDATE WORK HISTORY ADJECTIVE DESCRIPTORS: NEGATIVES

CANDIDATE A, Q. 18: WORK HISTORY: NEUTRALS:	CANDIDATE B, Q. 18: WORK HISTORY: NEUTRALS:	CANDIDATE C, Q. 18: WORK HISTORY: NEUTRALS:	CANDIDATE D, Q. 18: WORK HISTORY: NEUTRALS:
Academic	Accounting	Adequate	Acceptable
Adequate (3)	Adequate (3)	Ambitions	Adequate (3)
A follower	Ambitious (2)	Average	Aggressive
Ambitious (3)	Average (2)	Bi lingual	Average
<u>Analitical</u> (2)	Bilingual	Brief (2)	Basic
Average (2)	Brief (3)	Broad (4)	Brief (2)
Beginner	Broad (2)	Business oriented (2)	Broad (2)
Brief (2)	Broad-based (2)	Business related	Business oriented (2)
Broad (2)	Business forms	Centered	Character building
Business	Business oriented (3)	Change e	Clerical
Business-Oriented (3)	Commercial	Changeable e	Computer literate
Busy	Complete	Clerical (3)	Concrete
Changeable e	Computer-literate	Clerical	Consistent (2)
Clerical	Climax	Clerk	Continuous (sic)
Comprehensive	Continuous	Consistent (3)	Cultural
Computer literate	Cross culturally	Continuous(sic)	Customer oriented
Consistent (sic) (2)	Cultured (2)	Cultural	Dependency
Culturalized	Difficult	Data-oriented	Detailed
Customer Oriented	Diverse (5)	Directed e	Different
Customer Service	Diversified (3)	Diverse (2)	Disciplined
Directed e	Entry level	Diversified (4)	Diverse (5)
Dispersed	Flexible	Evaluator	Diversified (3)
Diverse (3)	Interesting (7)	Excellence building	Driven
Diversified (3)	Learner	Flexible	Experiencing
Eclectic	Limited time at each employer	Individual oriented(sic)	Experienced
Enthusiast (2)	Long	Interacting (2)	Extensive
Extensive (3)	Not job specific	Low-management levels e	Financial
Independent	Non-specialized	Manager (2)	Flexible (4)
Interesting (7)	Management skills	Managerial	Focused
"Low-level"	Manager	Mobile (sic)	Fragment
Managerial	Managerial (2)	Multicultural e	Independent
Marketing/Finance	Mary		Interesting (3)
Multicultural e	Marketing		Managing
	Mobile		Mobile
			Motivators (sic)
			Multiple

CODING KEY:

e: Male Stimuli Only

+: Female Stimuli Only

\*: Average-Weight Stimuli

f: Overweight Stimuli only

Underline indicates comment

unique to that stimulus.

FIGURE 23  
CANDIDATE WORK HISTORY ADJECTIVE DESCRIPTORS: NEUTRALS

<b>CANDIDATE A, Q. 18:</b> <b>WORK HISTORY:</b> <b>REMARKS:</b>	<b>CANDIDATE B, Q. 18:</b> <b>WORK HISTORY:</b> <b>REMARKS:</b>	<b>CANDIDATE C, Q. 18:</b> <b>WORK HISTORY:</b> <b>REMARKS:</b>	<b>CANDIDATE D, Q. 18:</b> <b>WORK HISTORY:</b> <b>REMARKS:</b>
Not varied Number oriented Relative Relevant Representative of business Routine Service-oriented Short (4) Short-term (4) Short time period Stable (2) Structured Temporary/short term Travel Unique Upward Varied (20) Variety (3) Variety of Experience Various Wide-ranged Worldly	People-oriented Precise Relevant Seller Short (2) Short-lived (2) Short term (9) Short term employment Solitary Traveler Unique Unusual (2) Usually short-term Varied (30) Variety (6) Verbal Widespread	Non-impulsive Normal Not an over-achiever Numerous "Of the Hour" Organizational Organized Plain Planned Professional Professional student Relatively short (at each location) Safe Sales Short (time on each job) Short (2) Short-term (3) Small Superiority Task oriented (2) Technical (2) Upward Varied (19) Varied Employment Variety (2) Various Widespread Worked/Temp CPA respectable Worldly	Numbers Orderly Organized Paternal Possible Prominent Real-world Rounded Routine Short (2) Short employment periods Short term (4) Small-scale Somewhat Varied Somewhat experienced Structured(sic) Structured Supervision Task oriented (2) Unusual Upward mobility Varied (19) Width but not depth With money

## CODING KEY:

0: Male Stimuli Only  
 +: Female Stimuli Only  
 \*: Average-Height Only  
 f: Overweight Only  
 Underline indicates comment  
 unique to that stimulus

FIGURE 23 (Cont'd)



TABLE 22  
SUMMARY OF ADJECTIVE DESCRIPTORS: PERSONALITY

	AVERAGE- WT. MALE	AVERAGE- WT. FEMALE	OVER- WT. MALE	OVER- WT.FEMALE
CANDIDATE:	A	B	C	D
Q. 17:				
PERSONALITY:	50 Adj.'s	54 Adj.'s	40 Adj.'s	58 Adj.'s
--POSITIVES	117 Resp's (61.6%)	121 Resp's (52.4%)	81 Resp's (46.6%)	103 Resp's (52.6%)
Q. 17:				
PERSONALITY:	34 Adj.'s	40 Adj.'s	41 Adj.'s	35 Adj.'s
--NEUTRALS:	44 Resp's (23.2%)	67 Resp's (29%)	53 Resp's (30.5%)	56 Resp's (28.6%)
Q. 17:				
PERSONALITY:	20 Adj.'s	35 Adj.'s	35 Adj.'s	28 Adj.'s
--NEGATIVES	29 Resp's (15.3%)	43 Resp's (18.6%)	40 Resp's (23%)	37 Resp's (18.9%)
Q. 17:				
PERSONALITY	104 Adj.'s	129 Adj.'s	116 Adj.'s	121 Adj.'s
TOTALS:	190 Resp's	231 Resp's	174 Resp's	196 Resp's

TABLE 23  
SUMMARY OF ADJECTIVE DESCRIPTORS: WORK HISTORY

Q. 18:				
WORK HISTORY	28 Adj.'s	35 Adj.'s	27 Adj.'s	35 Adj.'s
--POSITIVES	48 Resp's (27.6%)	62 Resp's (30.7%)	43 Resp's (27%)	52 Resp's (30.6%)
Q. 18:				
WORK HISTORY:	55 Adj.'s	51 Adj.'s	59 Adj.'s	60 Adj.'s
--NEUTRALS	107 Resp's (61.5%)	119 Resp's (58.9%)	97 Resp's (61%)	100 Resp's (58.8%)
Q. 18:				
WORK HISTORY:	15 Adj.'s	21 Adj.'s	13 Adj.'s	15 Adj.'s
--NEGATIVES:	19 Resp's (10.9%)	21 Resp's (10.4%)	19 Resp's (12%)	18 Resp's (10.6%)
Q. 18:				
WORK HISTORY:	98 Adj.'s	107 Adj.'s	99 Adj.'s	110 Adj.'s
TOTALS:	174 Resp's	202 Resp's	159 Resp's	170 Resp's

Commonalities across positive work history descriptors (Figure 21, page 181) included the following: Both male candidates were labelled as "dependable," "risk taker," and "solid." Both females received the descriptors "excellent" and "strong." Both average-weight candidates were described as "experienced." Both overweight candidates were described as "steady."

Unique positive descriptors for Candidate A (average-weight male) included "acceptable," "active," "determined," "efficient," "helpful", "positive," and "useful."

Positive comments unique to Candidate B (average-weight female) included "adventurous," "comprehensive", "consistent," "educated," "industrious," "leadership," "learned", "outgoing", "skilled", "strong customer relations," and "well-organized."

Unique positive descriptors for Candidate C (overweight male) included "eager," "independent worker," "knowledgeable," and "steadfast."

Unique positive responses for Candidate D (overweight female) included "competent," "congenial," "diligent," "energetic," "expert," "integrity," "intelligent," "loyal," "progressive," "promising," "reliable," "self-confidence," and "solid."

Negative descriptors of the candidates' work history showed a great deal of commonality (see Figure 22, page 182). The negatives most consistently mentioned were

that the candidate had an "inconsistent" or "erratic" or "sporadic" work history, and that the candidate had "undemanding," "unimpressive," or "uninspiring" work experience. Virtually all descriptors generated across the four candidates related to one or the other of these themes.

### 8.3 Descriptions of Candidates' Strengths and Weaknesses

Question 19 asked subjects to list the candidate's strengths; question 20 asked for a listing of candidate weaknesses. Responses to each of these questions were transcribed and the comments by raters are listed in Figures 25, 26, 27, 28, 29, 30, 31, and 32. These responses were then reviewed and coded in an attempt to summarize the results obtained and to draw inferences about the pattern of responses across candidates.

The large number of comments regarding strengths and weaknesses created a body of data that was difficult to analyze without utilizing some technique to classify and sort the data into meaningful categories. Accordingly, the coding scheme described in Figure 25 was devised and was used to code responses to the "Strengths" and "Weaknesses" questions.

Each response was coded as to the content area(s) it addressed. Once each response was coded, and summaries created for each candidate, the set of coded responses was collapsed into the following categories:

Responses coded CS, ED, LS, TR, WE, and WS were combined into a "Knowledge/Skills/Abilities" factor which basically concerns work experiences and abilities.

Responses coded FR, IS, MO, PE, and SC were combined into a "Personality/Interpersonal Skills" factor which deals with the candidate's interpersonal relationship abilities (as perceived by raters). AP (Appearance) items were kept separate, since they are of special concern to this analysis. "Other" responses were also analyzed separately, as were "No Weaknesses" responses when they appeared.

- 
- AP: Appearance/Attractiveness: Used if any factor related to appearance or attractiveness was mentioned as a strength or a weakness.
  - CS: Communication Skills: Used if any mention was made of a candidate's ability to communicate, be articulate, etc.
  - ED: Education: Used if any mention was made of candidate education or training.
  - FR: Friendly/Outgoing. Used if mention was made of candidate friendliness, outgoing nature, etc.
  - IS: Interpersonal Skills. Used if any comments were made regarding the candidate's interpersonal abilities.
  - LS: Language Skills. Used if any mention was made of the candidate's ability to speak a second language.
  - MO: Motivation/Hard Worker: Used for any mention of motivation, hard work, drive, energy, etc.
  - OTH: Other Factors: Used for any comment not classifiable into any other category.
  - PE: Personality Factors: Allocated to any mention of candidate personality (e.g., aggressiveness, shyness, etc.)
  - SC: Self-Confidence: Allocated to any mention of candidate self-confidence.
  - TR: Travel Experience: Used to code any comment on the candidate's foreign travel experience.
  - WE: Work Experience: Used to code any mention of work history or work experience.
  - WS: Work Skills: Used to code any mention of candidate skills or abilities.
  - NW: No weaknesses: Used if specific comment was made that no weaknesses were seen.
- 

FIGURE 24  
CODING SCHEME FOR STRENGTH/WEAKNESS RESPONSES

**CANDIDATE A (AVERAGE-WEIGHT MALE): STRENGTHS**

- Second Language (LS)
- He is motivated and has accomplished much in his education and has a variety of work experience. (MO, ED, WE)
- Ability to work and attend school. (MO, ED)      --Direct and forceful speaker (CS)
- A motivated pleasant individual (MO, PE)      --Travel experience, friendly (TR, FR)
- Clear speaking, neat. Has adequate education. The world travel impresses me. (CS, AP, ED, TR)
- Diversified work background, bilingual, ambitious to work ahead to improve himself. (WE, LS, MO)
- Experience in foreign culture--second language--ability to work full time and go to school part time. (TR, LS, MO)
- He spoke very clearly and used correct English. He was not unattractive. (CS, AP)
- Educated, broad business experience. (ED, WE)
- Strong educational background. (ED)      --Motivated, analytical mind. (MO, OTH)
- He has travel experience, work experience in sales, and speaks a foreign language. (TR, WE, LS)
- He is bilingual, and enjoys travel, has education. (LS, TR, ED)
- Good strong communicator. (CS)      --He is a good communicator. (CS)
- He appeared to be consistent, presented himself quite well and had a level of self-confidence. (OTH, LS, SC)
- Desire to advance. (MO)
- He has a variety of background work histories, ability to work and supervise people. His educational background is certainly a strength. He is self-motivated and an independent worker. (WE, IS, ED, MO, OTH)
- He has a great deal of experience and education. Seems to communicate well. (WE, ED, CS)
- Experience in different types of jobs. (WE)
- His experience in a variety of job settings, his travel, and his solid G.P.A. (WE, TR, ED)
- Will complete task given to him. Will make a good impression on others. Shows initiative. (OTH, MO)
- He has a strong educational background and has been well traveled, which may have given him the chance to deal with a wide variety of people. (ED, TR, IS)
- Seems to enjoy challenge--flexible--has business-like demeanor (sic). (MO, OTH, WS)
- Good business background. Has worked and experienced a great deal of people. (WE, WS, IS)
- Dependable, competent (sic), self-motivated. (WS, WS, MO)
- His broad general background, attractive looks, poise, educational background, variety of interests. (WE, AP, SC, ED, OTH)
- Communicates well. (CS)
- Hard worker, experienced, energetic (sic). (MO, WE, MO)
- His degrees....(ED)      --Clean cut. (AP)
- Adapting to activities. (OTH)      --Record keeping. (WS)
- Seems like a well-qualified candidate in terms of work history (WE)
- Fluency in Spanish; M.B.A. (LS, ED)
- Being able to speak another language and be with different types of people. (LS, IS)
- Communication skills, academic accomplishments. (CS, ED)
- His strengths would be his ability to speak well and articulate his points. (CS)
- Works hard. (MO)
- Easy to get along with. (IS)

FIGURE 25  
CANDIDATE A: STRENGTHS

## CANDIDATE A: STRENGTHS

- He is self-confident, well-spoken. (SC, CS)
- Interpersonal relations, self motivation. (IS, MO)
- The variety of his experiences. (WE)
- He has a varied list of experiences. (WE)
- Education. (ED)
- Diction--speaks well. (CS)
- Articulate. (CS)
- Wide range of experiences; well versed in foreign language; clear voice/pleasant voice. (WE, LS, CS)
- Travel experience; Spanish for business purposes; ambitious; proper use o English.(TR, LS, MO, CS)
- His ability to speak Spanish. (LS)
- Ability to accomplish long-term goals. (MO)
- Knowledge of business.(WS)
- Well roundedness; able to succeed in various areas of business. (OTH, WS)
- He has an ability to speak in front of the camera. His presentation was well organized. (CS, OTH)
- Personality, education, second language, good presentation skills. (PE, ED, LS, CS)
- Well traveled and educated. (TR, ED)
- Educational background, motivated. (ED, MO)
- Bilingual, familiar with other cultures, varied work history.(LS, TR, WE)
- Being able to keep inventories appropriately. (WS)
- MBA.(ED)
- Works hard, nice video, financial aspects. (MO, OTH, OTH)
- Educational preparation, cultural diversity. (ED, OTH)
- He knows Spanish and has seen South America. (LS, TR)
- He is bilingual and has a lot of confidence. (LS, SC)
- The fact that he is fluent in Spanish. (LS)
- Varied background. (OTH)
- Willingness to try new ideas and concepts. (OTH)

## CANDIDATE A: Strengths

AP: Appearance/Attractiveness (4)	CS: Communication Skills (16)
ED: Education (29)	FR: Friendly/Outgoing (1)
IS: Interpersonal Skills (6)	LS: Language Skills (16)
MO: Motivation/Hard worker (19)	OTH: Other factors (15)
PE: Personality Factors (2)	SC: Self-confidence (4)
TR: Travel Experience (11)	WE: Work Experience (16)
	WS: Work Skills (8)

147 items.

Combining CS, ED, LS, TR, WE, WS into a "Knowledge, Skills, Abilities" factor yields 96 items. (65.3% of total)

Combining FR, IS, MO, PE, SC into a "Personality/Interpersonal" factor yields yields 32 items. (21.8% of total)

"Other" factors yield 15 items. (10.2% of total)

AP: "Appearance/Attractiveness" yields 4 items. (2.7% of total)

FIGURE 25 (Cont'd)

**CANDIDATE B (AVERAGE-WEIGHT FEMALE): STRENGTHS**

(4 Respondents made no comments)

- Clean neat appearance (AP)                      --Communications skills (CS)
- Experienced many things in a short time (WE)
- She has traveled and has experience dealing with other cultures (TR)
- The Experience (WE)                      --Strong & self-motivated, wants to work someplace (MO)
- High GPA, perseverance (ED, MO)              --Her communication skills (CS)
- Ability go out and work in many different atmosphere's (sic) (WE)
- Ability to communicate with others and take over responsibilities. (CS, WS)
- Fluency in Spanish; interests in travel; a decent major; semi-good work experience.  
(LS, TR, ED, WE)
- Math, communication (OTH, CS)
- The fact that she worked many different types of jobs. She has experience in many different fields. (WE)
- She is not afraid of change, and is willing to try new experiences (SC, OTH)
- Initiative to achieve education done well in school (sic) (MO, ED)
- Fluent in Spanish & travel (LS, TR)
- Knowledge of Spanish, work experience and willing to get master's degree (LS, WE, ED)
- Goal oriented. Good insight toward other cultures. (MO, OTH)
- Cannot determine since there was no two-way conversations.
- Languages skills (LS)
- Adaptable to different fields, willingness to change (WS, OTH)
- Enthusiastic, articulate (bi-lingual) (MO, LS)
- Her fluency in a foreign language. She is willing to travel. (LS, TR)
- Bilingual and unique travel experience (LS, TR)
- Experience working w/dif types of people & personalities at dif. levels, cultural background, good technicals background. (IS, OTH, WS)
- Outgoing, ambitious, motivated (self) (MO)
- Management & organizational skills, good communication skills (WS, CS)
- Education, work experience, detail work, busy work (ED, WE, OTH)
- Experience dealing with people, travel & language (IS, TR, LS)
- She seems to have had many experience, both in her job and private life to aid in her employment (WE)
- I believe she is a people person. (IS)
- Travel experience and foreign language abilities (TR, LS)
- Self-motivated; interested in further education (MO, ED)
- Intelligent (OTH)                      --Has a willingness to lead (IS)
- Interest in Spanish, Central America (LS, TR)
- Many experiences (WE)
- Education (ED)
- Had experience as a manager; had a variety of experience (WE)
- Believes in herself, (working her way through) education (SC, ED)
- Job oriented-pleasing appearance (AP)
- Experience, personable (WE, OTH)
- She seems to have a good experience level (WE)
- Work background (WE)
- Selling self (CS)                      --Bilingual? Can't really tell. (LS)
- Work & travel experience (WE, TR)              --Her travel experience (TR)
- Organization (OTH)

**FIGURE 26**  
**CANDIDATE B: STRENGTHS**

**CANDIDATE B: STRENGTHS**

- Varied experiences of out of country opportunity taken (TR)
- Communication-strong background (CS)    --Uses eye contact - plans speech's (sic) (CS)
- Fluency in Spanish, MBA (LS, ED)    --Clear & concise (CS)
- Good eye contact; no stammering; Spanish-fluency; enough moxie to make a video  
(CS, LS, SC)
- Confidence; good communication skills (SC, CS)
- Management skills, travel history, diversity in experiences (WS, TR, WE)
- Work experience (WE)
- Education and ability to speak; other languages; drive to continue education even when working  
(ED, LS, MO)
- Warmth (PE)    --Education, experience (ED, WE)
- Leadership ability; straight forwardness; clarity (OTH, OTH, CS)
- Multi-lingual; multi-cultural; good speaker (LS, OTH, CS)
- Past work experience; fluency in foreign language (WE, LS)
- Speaking and working with other customers and employees (CS)
- Is trying hard to get a job evidenced by producing a video (MO)
- Clarity (when speaking); confidence (CS, SC)
- Experience, communication skills (WE, CS)
- Being bi-lingual would be an asset (LS)
- Outgoing (FR)    --Verbal skills (CS)
- Able to communicate-seem knowledgable (CS)
- Education, ability to perform different bussiness tasks (sic) (ED, WS)
- Significant combination of experience and knowledge (WE, WS)
- Hard worker (MO)    --Communication skills (CS)
- I think she'd be good/strong w/different cultures (OTH)
- Education (ED)    --Wants to work; appears responsible (MO, OTH)
- Her tenacity in maintaining full time employment during college and her willingness to explore  
other cultures (MO, TR)

**CANDIDATE B: STRENGTHS**

AP: Appearance/Attractiveness (2)	CS: Communication Skills (19)
ED: Education (13)	FR: Friendly/Outgoing (1)
IS: Interpersonal Skills (4)	LS: Language Skills (17)
MO: Motivation/Hard worker (12)	OTH: Other factors (14)
PE: Personality Factors (1)	SC: Self-confidence (5)
TR: Travel Experience (13)	WE: Work Experience (20)
WS: Work Skills (7)	

Combining CS, ED, LS, TR, WE, WS into a "Knowledge, Skills, Abilities" factor yields  
89 items. (69.5% of 128 total items)

Combining FR, IS, MO, PE, SC into a "Personality/Interpersonal" factor yields  
23 items. (18% of 128 total items)

"Other" (OTH) yields 14 items. (10.9% of 128 total items)

"Appearance" (AP) yields 2 items. (1.6% of 128 total items)

**FIGURE 26 (Cont'd)**



### CANDIDATE C (OVERWEIGHT MALE): STRENGTHS

**(10 Respondents made no comments)**

- Education (ED) --His diversified working environment (OTH)  
--Culturally aware (OTH)  
--Education, work experience, can speak Spanish (ED, WE, LS)  
--Possible cross cultural Managing ability (sic) (WS)  
--Spanish, good biz experience; computer literacy (LS, WE, WS)  
--Appears to have good communication skills - Displays initiative and good work ethic based on academic and employment history (CS, MO)  
--Fluency in Spanish, work experience (LS, WE) --Willing to take risks in getting a job (OTH)  
--Speaks well, conservative nature (CS, OTH) --Being bilingual, software capabilities (LS, WS)  
--Speaks clearly and concisely (CS)  
--Well traveled; has thought of his future somewhat (TR, OTH)  
--Oral communications (CS) --Young, wants to work (MO)  
--Initiative, professionalism, willing to learn, eager (MO)  
--Good trainer, speaks clearly & maybe easy to get along with (WS, CS, IS)  
--Drive (?) (MO) --Has an oral capability that seems excellent. (CS)  
--He speaks well and presents himself well (clean cut; good dresser, etc.) (CS, AP)  
--Willingness to learn, & flexibility to adapt to environment (work situations) (OTH)  
--Education (ED) --Communication (CS)  
--Presents himself in a professional manner. Speaks clearly. (CS)  
--He has had a little experience in a lot of areas. (WE)  
--Degree, experience (ED, WE) --Confident & articulate (SC, CS)  
--Strong business background (WE)  
--He makes a good appearance & seems to have appropriate training & experience (AP, WE)  
--Language back ground - ability to communicate with 2 languages. Versatile business experience (LS, WE)  
--G.P.A. shows effort (ED, MO) --Variety of experiences (WE)  
--Varied work experience neat appearance & fit Status Quo (sic) (WE, AP, OTH)  
--Travel (TR)  
--Varied business experiences, knowing a foreign language. (WE, LS)  
--Knowing Spanish, working for different companies (LS, WE)  
--Self confidence (SC)  
--I'd have to say off hand that his strengths are marketing and management. (WS)  
--Ability to work towards a goal. (MO)  
--Stays with job - dedication - Ambitious - looking ahead - bettering himself (OTH, MO)  
--Has experienced another's culture (TR)  
--Flexibility (OTH)  
--Educational & professional background, knowledge of foreign language & culture (ED, WE, TR, LS)  
--His consistent employment record is a good indication he's motivated and willing to work. (MO)  
--Aggressive, organized. (MO, WS)  
--Business background and experience - Multi-cultural interest - Age - Physical health/wellness - independent worker - self motivated (WE, WS, AP, MO)  
--Varied experiences would seem to make him a valuable clerk with possible potential for advancement (WE)

**FIGURE 27**  
**CANDIDATE C: STRENGTHS**

**CANDIDATE C: STRENGTHS**

--Spanish experiences - job, travel (LS, TR)  
 --Self motivaton (sic) (MO)  
 --Flexible - will attempt many new areas (OTH)  
 --His knowledge of Spanish and cultures of South America as well as spread sheet knowledge. (LS, WS)  
 --Self-motivation, organized (MO, WS)  
 --Business background, years of work experience (WE)  
 --His drive to work at the top of his field (MO)  
 --He has had various experiences in the workfield and some low-level management training. He probably would be conscientious but non-innovative (WE, OTH)  
 --Various prior work skills and education (WE, ED)  
 --Likes to travel, thus if job required it, would be willing - Possesses self-motivation and self-direction. (TR, MO)  
 --Communications skills, confidence, directness. (CS, SC, OTH)

**CANDIDATE C: STRENGTHS**

AP: Appearance/Attractiveness (4)	CS: Communication Skills (11)
ED: Education (7)	FR: Friendly/Outgoing (0)
IS: Interpersonal Skills (1)	LS: Language Skills (10)
MO: Motivation/Hard worker (14)	OTH: Other factors (12)
PE: Personality Factors (0)	SC: Self-confidence (3)
TR: Travel Experience (6)	WE: Work Experience (18)
WS: Work Skills (9)	

Combining CS, ED, LS, TR, WE, WS into a "Knowledge, Skills, Abilities" factor yields 61 items (64.2% of 95 items).

Combining FR, IS, MO, PE, SC into a "Personality/Interpersonal" factor yields 18 items (19% of 95 items).

Other: 12 items (12.6% of 95).                      Appearance: 4 items (4.2% of 95)

**FIGURE 27 (Cont'd)**

**CANDIDATE D (OVERWEIGHT FEMALE): Strengths**  
 (4 Respondents made no comments)

- Her responsibility(sic) acceptance, eagerness to learn (MO)
- Sense of direction in business related goals - Personable & friendly & flexible (MO, PE, FR)
- Her past experiences (WE)                      --Hardworking (MO)
- Good Self-Esteem, personality, business background (OTH, PE, WE)
- Has wide variety of experiences which would be beneficial (WE)
- Past experience - willingness to work (WE, MO)
- Varied work experiences, fluent in Spanish, educational background (WE, LS, ED)
- Organization - Analysis - Task orientation (OTH)    --Education, Previous experience (ED, WE)
- Computer literacy, supervisory experience, effective communicator (WS, WE, CS)
- Wants to better her self (MO)                      --Persistence, courage, sense of adventure (MO, OTH, OTH)
- Good experience, MBA, Good Attitude (WE, ED, OTH)    --Work Experience and education (WE, ED)
- Perhaps attention to detail, language and organization (OTH, CS)
- Self confidence (SC)                      --Intelligent (OTH)
- High educated and lot of experience. (ED, WE)
- She is Hardworking and very motivated (MO)
- She seems to have a smooth flow in regards to Education and Experience. This allows her to be flexible in what direction she needs. (ED, WE)
- Being well rounded in the Business world. Knowing other cultures (WS, TR)
- She has experience in many areas. (WE)
- Experience/Knowledge in finance, managing and accounting. Awareness of another cultural. (sic) (WS, TR)
- Experience Abroad, Education (TR, ED)
- Seems to demonstrate initiative - Seems very open and willing to try new things. (MO, OTH)
- She has achieved success both in terms of her educational achievements and travel experience. (ED, WE)
- She appears willing to learn and work her way up through the corporate ladder. (MO)
- Educational background, familiarity with different areas of a business (ED, WE)
- Work history and apparent willingness to tackle and accomplish a variety of tasks. (WE, MO)
- Ability to adapt to different people and job requirement. (IS, WS)
- Communication and interpersonal skills (CS, IS)
- Seems to strive on improving education & job interests (ED, MO)
- Work experience combined with good education. Seems self confident. (WE, ED, SC)
- She has held management positions and stayed with her job for longer than average periods. (WE)
- Work experience (WE)
- Her willingness to work under any circumstance (sic) and achieve her goals (MO)
- Communication skills - Interpersonal skills - self-motivated (CS, IS, MO)
- Her ability to communicate, manage and be dependent (sic) on. (CS, WS)
- She comes across as being a nice person. She seems as though she would be easy to get along with. (PE, IS)
- Seems confident of herself and has a wide variety of experiences. (SC, WE)
- Good focus on future and goals. (OTH)
- Her sense of devotion in finding the right job for herself. Motivation! (MO)
- Appears to be no-nonsense and mature (OTH)

**FIGURE 28**  
**CANDIDATE D: STRENGTHS**

**CANDIDATE D: STRENGTHS**

- Her talking skills as a plus - The scene was happy and interjected (sic)  
(CS, OTH)
- She is fairly articulate, seems confident and self-assured. Has a strong background in business  
(CS, SC, WE)
- Her educational background her travel experience, job diversity, language skills & her  
intelligence(sic) (ED, TR, WE, LS, OTH)
- Intelligence, mature, independent (OTH, OTH, OTH)
- Educational experience & work experience (ED, WE)
- Knowledge of other culture, IE: South American (TR)
- Perserverance(sic) (MO)      --Education (ED)
- Foreign Language Skills (LS)      --It's hard to tell much of anything from a video.
- She has experience in customer relations and has analytical skills. (WE, WS)
- I think this person has experienced working in a variety of different businesses and seems well-  
rounded by holding & performing in numerous business areas. (WE)
- Academic background (ED)      --She wants to get ahead in life. (MO)
- She is strong (OTH)
- I would not mind working for her because she appears controllable. I would like her working for me  
for the same reason. (PE)
- What strength's      --Education (ED)
- Impressive, but needs to sell them enthusiastically(sic) (CS)
- Experience and desire to improve herself (WE, MO)
- Calmness-measured speech (CS)
- Bi-Lingual, not afraid of new environs(sic) (LS, OTH)
- Foreign Language/Computer proficiency.(LS, WS)
- Strong Business background (OTH)      --Ability to analyze some supervisory skills (WS)

**CANDIDATE D: STRENGTHS**

AP: Appearance/Attractiveness (0)	CS: Communication Skills (9)
ED: Education (16)	FR: Friendly/Outgoing (1)
IS: Interpersonal Skills (4)	LS: Language Skills (5)
MO: Motivation/Hard worker (17)	OTH: Other factors (18)
PE: Personality Factors (4)	SC: Self-confidence (4)
TR: Travel Experience (5)	WE: Work Experience (25)
WS: Work Skills (8)	

Combining CS, ED, LS, TR, WE, WS (Knowledge/Skills/Abilities) yields  
68 items. (58.6% of 116 total items)

Combining FR, IS, MO, PE, SC (Personality/Interpersonal) yields  
30 items. (25.9% of 116 total items)

Other yields 18 items (15.5%); Appearance yields 0.

FIGURE 28 (Cont'd)

**CANDIDATE A (AVERAGE-WEIGHT MALE): WEAKNESSES**

- Seemed tense (IS)
- His tendency to change jobs frequently and since the job requires immediate filling, Leslie's summer graduation from school may be a problem. (MO)
- Dedication to one job. (MO)
- Would make a better impression speaking extemporaneously instead of reading. (CS)
- Did not place cue cards close enough to lens. Had to look away to read them. Disheveled (sic) look. (CS, AP)
- Not confident, seeming willing but not able, hesitant. (SC, WS, IS)
- No suitcoat projected a familiar type feeling. Only worked in IL. (AP, WE)
- Speaks in mono-tone, appeared very "stiff." (CS, AP)
- Short work history; Don't know what accomplishments were in specific jobs. (WE, WS)
- He didn't keep eye contact with the camera--kept looking away. Shirt looked disheveled--should have worn a coat. Didn't vary tone of voice. (CS, AP, CS)
- Has moved too many times (job hopped). (WE)      --No steady job experience. (WE)
- Doesn't appear to be personable enough for a sales position. (IS)
- I feel he is not charismatic or extroverted enough to be in sales. However, with proper training and learning to be more relaxed he could be successful. (PE, IS)
- Has moved in and out of jobs alot (sic). (WE)
- Only spent less than 2 years at each job--how long will he stay at this one? (MO)
- He seems somewhat timid (sic) or shy. (PE)
- His head and rest of body did not go together. Unless he was a quadriplegic or his face put to a cardboard--he had the worst body language I've ever seen indicating extreme nervousness etc..... Also--changes jobs a lot. (AP, WE)
- Not seasoned (experienced) that much. (WE)
- Do not know of any. (NW)      --Do not see any. (NW)
- He doesn't stick to one job for long. (MO)
- The fact that he changed jobs frequently (four jobs in six years). (MO)
- Does not appear to be a leader. Somewhat soft. Cares too much about what others think. (WS, PE, PE)
- His video seemed a bit too rehearsed. He didn't give any chance for the viewer to see some personality. (CS)
- Uncolorful--programmed like personality. (PE)      --Poor personal relationship skills (IS)
- Could be more enthusiastic; has not given any indication of problem he helped solve on the job. I would ask for such info. in an interview. Has not given reasons for job changes. I would want more info. on this. (MO, WS, WE)
- Lacks enthusiasm--doesn't sell himself well. (MO, CS)
- No humor; could have been more personable. (CS, IS)
- One-to-one conversations. (CS)      --Eye contact when speaking. (CS)
- Short duration of each job. (WE)      --Switching jobs so often; not a higher G.P.A. (WE, ED)
- His weaknesses would probably be in appearance in ability to present himself. (AP)
- Karisma (sic) (PE)
- He seems to have performed in a number of areas technically yet may lack some necessary "people" skills. Eye contact (yet that may have been due to cue cards--if so ignore this comment). (IS, CS)
- Needs more enthusiasm. (MO)
- He's not very assertive or creative or outgoing. (MO, OTH, FR)

**FIGURE 29**  
**CANDIDATE A: WEAKNESSES**

### CANDIDATE A: WEAKNESSES

**CANDIDATE B (AVERAGE-WEIGHT FEMALE): WEAKNESSES**

(3 Respondents had no comments)

- Lack of self confidence (SC)                      --Appears dogmatic (PE)
- She doesn't seem to project much of a personality. (PE)
- Not being or showing relaxed comfortable feeling body language was closed. (sic)  
(CS)
- Maybe to (sic) serious not enough character shown in the tape. (PE)
- Lack of work experience which is focused on a particular career path, lacks demonstrated leadership abilities. (WE, WS)
- Maybe her ability to give orders or take control of a situation (WS)
- Not enough information (NW)
- Not enough leadership positions as far as management (WE)
- The fact that she hasn't stayed a long time in any of her jobs. She has been job hopping for the past few years. (WE)
- Needs to express more enthusiasm and energy (MO)    --No knowledge of my company stated (OTH)
- Didn't show emotion, nervous (CS)
- Her weaknesses are that she has studied in a general area and not on any specifics. For instance instead of general business she might have studied something specific like marketing. (ED)
- The part that struck me the most in both the tape and the resume was the several jobs she had in a small period of time. Her jobs have all been only 1-2 years in length and then she spent a year traveling. I would question her ability to be a long term employee. I'd hate spending a lot of resources training her and then have her leave. (MO, WE)
- Impatient, lack of direction (PE, MO)            --Has jumped from job to job. (WE)
- She doesn't sound decisive or commanding enough to become a leader of others. She appears to be more for self motivation than for loyalty to the firm. (PE, MO)
- Changing jobs too often (WE)                      --Needs to be more relaxed (PE)
- Too rehearsed as to what she is saying; inflexible. (CS; PE)
- Didn't mention teamwork or interpersonal skills; didn't say what her career objective is or what she could do for prospective employer (IS, MO)
- Confidence, willpower (SC, MO)
- Needs more professional dress, smile more (AP, FR)
- She needs more vitality. (PE)
- Did not present herself as a professional (OTH)
- Does not appear enthusiastic about positions held in past, or tell how experiences (sic)  
(MO, WE)
- She has moved around? a lot in her work experience. (WE)
- Moved around a lot to different jobs (WE)
- Job hopping (WE)                                      --Minimal eye contact --too monotone (CS)
- Not much pizzazz. (OTH)                              --Didn't keep a job for very long (WE)
- Work experience (WE)                                  --Too average - needs spark/charisma (PE)
- Appearance, mono-tone voice (AP, CS)
- Just told what could be read on her resume - Did not sell herself (OTH)
- She seemed to avoid eye contact with the camera (CS)
- Speaks too fast (CS)                                  --Can't tell from info given.
- No zip. (OTH)
- She certainly doesn't display enthusiasm when she speaks. (CS)
- Length of stay at various positions held (WE)    --Very short periods of time at one job (WE)

**FIGURE 30**  
**CANDIDATE B: WEAKNESSES**

**CANDIDATE B: WEAKNESSES**

- Little facial expression-stiff in public (CS) --Flat affect (OTH)
- Moved around too much too fast in job market; unapproachable personality (perception)  
(WE, PE)
- Physical appearance (dress was not appropriate to project image for job applied for); average vocabulary (resume had a typo); grade point; repetition of college info (AP, CS, ED, CS)
- Personable affect; long term employment; lack of experience working directly with people (PE, WE, IS)
- Doesn't appear very professional, diversity can be a weakness or a strength, doesn't smile! (OTH, OTH, FR) --Passive (OTH)
- Short track record in any one position, personal attire and presentation skills for interview (WE, AP, CS) --Risk taking (OTH)
- Short term employment, only been working 5 years a several different jobs (WE)
- Does not stay in any one position more than a year - I would question that (WE)
- Sloppy appearance - does not appear vivacious or energetic (AP, MO)
- Hard to say unless interviewed further
- In communicating, this person relies on a script and does not have good eye contact or voice modulation. She repeats herself too much - not "to the point". (CS)
- Brief employment period at each employer; wide range of positions - unsure of career goal (job-hopper) (WE) --Perhaps somewhat rigid (PE)
- Sloppy-dressed (AP) --Wardrobe choice (AP)
- Has not held one job for any length of time (WE)
- Young, possible lack of experience (WE) --Humor (OTH)
- Change her outfit - talked a little too fast - was repetitious (AP, CS)
- Not staying at one job for an extensive period of time, flat tone for expression (WE, CS)
- Lacks experience in larger organization setting (WE)
- Leadership skills (WS)
- Not enough data --She doesn't speak very clearly (CS)
- Overall appearance (AP) --Needs to loosen up (OTH)
- She is not very lively or convincing as a speaker. Her manners seemed stiff. (CS)

**CANDIDATE B: WEAKNESSES**

AP: Appearance/Attractiveness (9)	CS: Communication Skills (18)
ED: Education (2)	FR: Friendly/Outgoing (2)
IS: Interpersonal Skills (2)	LS: Language Skills (0)
MO: Motivation/Hard worker (8)	OTH: Other factors (12)
PE: Personality Factors (12)	SC: Self-confidence (2)
TR: Travel Experience (0)	WE: Work Experience (24)
WS: Work Skills (3)	

Combining CS, ED, LS, TR, WE, WS into a "Knowledge, Skills, Abilities" factor yields 47 items. (50% of 94 total items)

Combining FR, IS, MO, PE, SC into a "Personality/Interpersonal" factor yields 26 items. (27.7% of 94 total items)

"Other" (OTH) yields 12 items. (12.8% of 94 total items)

"Appearance" (AP) yields 9 items. (9.6% of 94 total items)

**FIGURE 30 (Cont'd)**



**CANDIDATE C (OVERWEIGHT MALE): WEAKNESSES**

(9 Respondents made no comments)

--Presentation style (CS)  
 --He does present himself well, lacks character (PE)  
 --Work experience shallow (WE)      --Has changed jobs several times. (WE)  
 --Lack of good work experience (WE)      --Overweight; not energenites(sic) (AP, MO)  
 --Frequent employment changes within the past five years. Without further investigation the writer is unable to draw any type of conclusion based on this information (WE)  
 --Eye contact (CS)      --Appears to lack aggressiveness (PE)  
 --The guy is a basket case. He can't decide what he wants to do when he grows up, so he'll do whatever comes along. Needs direction and to get off caffeine. (OTH, PE)  
 --Needs to be more assertive (PE)      --He's "Stand-off"ish (IS)  
 --A lack of continuity in his job (WE)      --Limited job experience (WE)  
 --Not a perfectionist - errors in resume - repeated himself too much (WS, CS)  
 --He looked like he was nervous. He moved his eyes a lot. (CS)  
 --Tape looks B/W - S/be colorful. The way he comes across - poor posture - no animation - wall paper has more Poraz. (sic) (CS)  
 --I can't really say, because we didn't really get to see the real side of him. (NW)  
 --He seems to have jumped from one job to another in the last few years. (WE)  
 --Does not have extensive training or experience in a specific area. (WE)  
 --Not commitment to any job for a long period, has not worked for any prestigious companies, or gone to prestigious schools (WE, ED)  
 --His name (OTH)      --Insufficient management experience. (WE)  
 --Moves around to(sic) much. (WE)      --None visible (NW)  
 --Doesn't show strength or self-confidence (SC)  
 --Lacks stability in career moves (WE)      --Presentation skills (CS)  
 --None jump out at me. (NW)  
 --To(sic) rigid in his presentation. Poor movement. No suit jacket (CS, AP)  
 --Looking comfortable while talking (CS)  
 --Communication - Not looking you in the eye.(CS)  
 --Seemed boring - shifted his eyes on the video as if he was uncomfortable - lacked belief in himself (CS, SC)  
 --Limited time working with people (WE)  
 --Each job experience was too short termed (WE)      --No personality (PE)  
 --Lack of selling related job experience (WE)  
 --I'd like to see more finance background. (ED)      --Must become more personable.(PE)  
 --Dynamics of personality don't come through. (PE)  
 --Would wonder about work history - why yearly change? (WE)  
 --Poor interpersonal skills (IS)  
 --Appears to have switched occupations on frequent basis (WE)  
 --His body language in the video. (CS)  
 --Marketing experience, development of advertizing(sic) (WE)  
 --Lack of supervisory experience - little experience with management of others. Has been mainly in lower-level positions prior. (WE)  
 --Does not give the impression of strength. None of his experience was long-term.  
 (OTH, WE)

FIGURE 31  
 CANDIDATE C: WEAKNESSES

**CANDIDATE C: WEAKNESSES**

- Speaking skills - I wonder why he stayed in a job for only a year & moved on. (CS, WE)
- Doesn't stick with a job for any length of time (WE)
- Communication presentation skills, organizational format for good resume presentation needs to decide what he wants in life and set goals. (CS, OTH)
- Creativity, sense of direction (OTH, OTH)
- Interpersonal skills, personality (IS, PE)
- No stated career objective. What are his goals? What does he bring in terms of skills? Too "beige" - no pizzaz or destinction(sic). Does "he" equal his GPA & alumnae affiliations, or is there some identify, too. (sic) (OTH, PE)
- His appearance (AP)
- There's nothing outstanding to set him apart from other applicants for the job. (OTH)
- He never showed expression in the video. Why did he leave each job? (OTH)
- Not enough experience in a supervisory role. (WE)
- Dullness, "company man" image, uninspiring. (OTH)

**CANDIDATE C: WEAKNESSES**

AP: Appearance/Attractiveness (3)	CS: Communication Skills (13)
ED: Education (2)	FR: Friendly/Outgoing (0)
IS: Interpersonal Skills (3)	LS: Language Skills (0)
MO: Motivation/Hard worker (1)	OTH: Other factors (10)
PE: Personality Factors (9)	SC: Self-confidence (2)
TR: Travel Experience (0)	WE: Work Experience (23)
WS: Work Skills (1)	NW: No Weaknesses (3)

Combining CS, ED, LS, TR, WE, WS into a "Knowledge, Skills, Abilities" factor yields 39 items (55.7% of 70 total items).

Combining FR, IS, MO, PE, SC into a "Personality/Interpersonal" factor yields 15 items (21.4% of 70 items).

Other: 10 items (14.3% of 70). Appearance: 3 items (4.3% of 70)

No Weaknesses: 3 Items (4.3% of 70)

**FIGURE 31 (Cont'd)**

**CANDIDATE D (OVERWEIGHT FEMALE): WEAKNESSES**

(7 Respondents made no comments)

- Not enough experience (WE)
- Perhaps not as confident as needed for high risk job style (SC)
- May not like to work alone, seems to enjoy people. (WS, IS)
- Needs more assertive and come across as more creative, independent and motivated. (sic) (PE, OTH, MO)
- Concern over 4 employments in 6 yrs. Did not appear dynamic. (WE, PE)
- Lack of creativity, inability to provide examples of contributions made in her managerial capacity. (OTH, WE)
- Did not go into why she thought she would qualify, for the job or capitalize on her strong areas. (CS)
- Appearance - heavy, appeared casually dressed & leaned on the table. (AP)
- Lack of experience related to jobs being offered or job positions available. (WE)
- Lack of communications skills (CS)
- No major weaknesses (NW)                      --Too rigid on tape (OTH)
- Nervous before camera. Not concerned with larger picture (CS)
- Speaks in monotone, boring (CS)
- Her work experience lacks direction it is too diversified Her video tape was repetitive & failed to have a section for work experience. It was just thrown in w/education. (WE, CS)
- Too rigid and unfriendly. (PE, FR)              --Her people skill are (sic) low (IS)
- Nothing (accomplishments or experiences) stands out & grabs you. She does not market herself well. (CS)
- Changes jobs too frequently (WE)
- She does not stay with one company long. She will probably leave the company within five years. (WE)
- Her education and experience seem strong, but her weight could negatively influence prospective employers. (AP)
- Submissive appearance/stature (AP)              --Weak spokesperson and appearance (CS, AP)
- She isn't overly outgoing however she may be much different in person (FR)
- Lack of a clear goal in worklife (OTH)
- Possibly ability to get along with others or to take directives. (IS, WS)
- Lack of evidence of commitment to an organization. (OTH)
- Communication lacks enthusiasm (CS)              --Lack of corporate experience. (WE)
- She does not appear to be energetic or articulate. Her speaking is choppy and she utilizes no gestures or eye contact that could make her seem more dynamic and personable (MO, CS)
- Not much enthusiasm in presenting herself. (MO)              --Work history not enough time at one place. (WE)
- Lack of Leadership Experience (WE)              --Seems a little "uneasy". (OTH)
- She does not have (sic) a dynamic personality. She does not appear to be a self confident person. (PE, SC)
- I have seen nothing I would describe as a "weakness". (NW)
- I don't (sic) know. (NW)                      --Not very outgoing (FR)
- Does not stay at one job for too (sic) long. She talks in only one tone and people do not listening (sic) to that! (WE, CS)
- Appears to be unaggressive (sic) and lacks leadership skills. (PE, WS)
- I don't think she has enough self-motivation (MO)
- Watches cue cards rather than talking directly to camera - work history showing a pattern of changing jobs (CS, WE)

**FIGURE 32**  
**CANDIDATE D: WEAKNESSES**

**CANDIDATE D: WEAKNESSES**

--Lack of eye contact lacks confidence in herself, her weight maybe. General appearance needs working on. (CS, SC, AP)  
 --Bland personality (PE)  
 --Interpersonal skills-especially body language (ie: eye contact) (IS, CS)  
 --Employment history although diverse indicates this applicant changes jobs frequently, and does not appear to be moving upward. (WE)  
 --Lack of confidence (SC) --On job experience (sic)  
 --Lack of Experience in the work force. (WE)  
 --Appearances, needs to know script better (AP, CS)  
 --Posture and body language could be improved in video (CS)  
 --She speaks in a dull way and does not seem very confident. She is not someone who would seem to make a lasting impression. (CS, SC, OTH)  
 --Structured background, might be used to being supervisor, - unsuitable for lower positions. (WE, WS) --No personality. (PE)  
 --Look to personality traits (PE) --None (NW)  
 --Does not appear to be a leader. (WS) --Focused and aggressive (PE)  
 --Her sloppy, overweight appearance. (AP)  
 --Lack expression (CS)  
 --Over qualified for analyst and unmotivated for management trainee. (MO)  
 --Lack of body language (CS)  
 --Lack of esteem (SC)  
 --Lack of color in personality. (PE)  
 --Changing jobs frequently (WE)  
 --Lack of Decision making experience - Needs better communicating skills (WE, CS)

**CAND. D, WEAKNESSES: CODING RESULTS:**

AP: Appearance/Attractiveness (7)	CS: Communication Skills (19)
ED: Education (0)	FR: Friendly/Outgoing (3)
IS: Interpersonal Skills (4)	LS: Language Skills (0)
MO: Motivation/Hard worker (5)	OTH: Other factors (7)
PE: Personality Factors (10)	SC: Self-confidence (6)
TR: Travel Experience (0)	WE: Work Experience (17)
WS: Work Skills (5)	NW: No Weaknesses (4)

Combining CS, ED, LS, TR, WE, WS (Knowledge/Skills/Abilities factor) yields a total of 41 items (47.1% of 87 items).

Combining FR, IS, MO, PE, SC (Personality/Interpersonal factor) yields a total of 28 items (32.1% of 87 items).

Appearance yields 7 items (8.1%); Other yields 7 items (8.1%).

No Weaknesses yields 4 items (4.6%).

**FIGURE 32 (Cont'd)**

TABLE 24  
SUMMARY OF CANDIDATES' STRENGTHS

	AVERAGE- WT. MALE	AVERAGE- WT. FEMALE	OVERWEIGHT MALE	OVERWEIGHT FEMALE
<b>CANDIDATE:</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
--KNOWLEDGE/ SKILLS ABILITIES	96 items (65.3%)	89 items (69.5%)	61 items (64.2%)	68 items (58.6%)
--PERSONALITY/ INTERPERSONAL	32 items (21.8%)	23 items (18%)	18 items (19%)	30 items (25.9%)
--OTHER	15 items (10.2%)	14 items (10.9%)	12 items (12.6%)	18 items (15.5%)
--APPEARANCE	4 items (2.7%)	2 items (1.6%)	4 items (4.2%)	0 items (0%)
TOTALS:	147 items	128 items	95 items	116 items

TABLE 25  
SUMMARY OF CANDIDATES' WEAKNESSES

--KNOWLEDGE/ SKILLS/ ABILITIES	48 items (47.5%)	47 items (50%)	39 items (55.7%)	41 items (47.1%)
--PERSONALITY/ INTERPERSONAL	35 items (34.7%)	26 items (27.7%)	15 items (21.4%)	28 items (32.1%)
--OTHER	5 items (5%)	12 items (12.8%)	10 items (14.3%)	7 items (8.1%)
--APPEARANCE:	9 items (8.9%)	9 items (9.6%)	3 items (4.3%)	7 items (8.1%)
--NO WEAKNESSES	4 items (4%)	0	0	4 items (4.6%)
TOTALS:	101 items	94 items	70 items	87 items

The designations of "Personality/Interpersonal factors" versus "Knowledge/Skills/Abilities" in the comments regarding candidate strengths and weaknesses are important because raters received relatively few cues about the former issues. There is significant employment-related information available about the candidate, but relatively limited information was provided about the person's interpersonal skills or personality. Given that, it would seem reasonable to assume that personality or interpersonal skills-related comments are perhaps better indicators of the projection of prejudice by raters. The fact that no candidate generated a higher proportion of personality-related comments would indicate convergence with the study's other findings: i.e., there apparently were few differences in the perceptions of candidates across the experimental conditions.

Tables 24 and 25 summarize candidates' strengths and weaknesses by category. In an analysis of candidate strengths, paired comparisons within each category indicated that the proportions of respondents who made comments regarding candidates "Knowledge, Skills and Abilities" as strengths did not significantly differ across conditions (comparing B to D, the largest gap,  $z = 1.82$ , not significant at  $p < .05$ ). There were also no significant differences across proportions in the categories of "Personality/Interpersonal skills" (comparing across B and D,  $z = 1.49$ , not significant at  $p < .05$ ), and "other" (comparing A to D, the largest gap,  $z = 1.29$ , not significant at  $p < .05$ ). In the category of "appearance," Candidate C (overweight male) was significantly more likely to have appearance mentioned as a strength than was Candidate D (overweight female)

( $z = 2.10$ , significant at  $p < .05$ ). The difference between candidates C and D was the only significant difference across this category (e.g., comparing A to D,  $z = 1.8$ , not significant at  $p < .05$ ). However, it is interesting to note that each of the candidates received at least two mentions of appearance as a "strength" except for candidate D (overweight female). And when appearance was mentioned as a weakness, the other candidates had their clothing mentioned, whereas candidate D had several mentions of body weight as a weakness. These comments reinforce the findings, discussed earlier, that women are more likely to be perceived as overweight and apparently are also viewed more negatively for it (see pages 46-48).

Among the strengths listed for each candidate, the "other" category contains the remarks which are unique to each candidate. For candidate A (the average-weight male), the unique strengths listed include: "analytical mind," "appeared to be consistent," "...an independent worker," "will complete task given to him, will make a good impression on others," "flexible," "variety of interests," "adapting to activities," "his presentation was well organized," "nice video, financial aspects," "cultural diversity," "varied background," and "willingness to try new ideas and concepts."

For candidate B (average-weight female), unique strengths mentioned were: "math [skills]," "...is willing to try new experiences," "good insight toward other cultures," "willingness to change," "cultural background," "busy work," "intelligent," "personable," "organization," "leadership ability, straight-forwardness," "I think she'd be good/strong with different cultures," and "appears responsible."

Unique comments regarding Candidate C's (overweight male) strengths included: "his diversified working environment," "willing to take risks in getting a job," "conservative nature," "has thought of his future somewhat," "willingness to learn and flexibility to adapt to environment (works situations)," "fit Status Quo (sic)," "stays with job--dedication," "flexibility," "flexible--will attempt many new areas," "...he probably would be conscientious but non-innovative," and "directness."

Finally, for candidate D (overweight female), unique comments regarding her strengths were: "organization--analysis--task orientation," "good self-esteem," "courage, sense of adventure," "good attitude," "perhaps attention to detail," "intelligent," "seems very open and willing to try new things," "good focus on future and goals," "appears to be no-nonsense and mature," "the scene was happy and interjected (sic)," "intelligence (sic)," "her intelligence," "intelligence, mature, independent," "she is strong," "not afraid of new environs (sic)," and "strong business background."

Assessing relative proportions of candidate weaknesses cited, in the category of "Knowledge/Skills/Abilities," there were no significant differences across the candidates (comparing Candidate C to Candidate D, the largest gap,  $z = 1.08$ , not significant at  $p < .05$ ). In the category of "Personality/Interpersonal" factors, there were no significant differences across the candidates. There was a trend toward Candidate A (average-weight male) being more likely to be ascribed personality/interpersonal weaknesses than Candidate C (overweight male) ( $z = 1.9$ ,  $p < .06$ ), but this value did



not reach conventional significance levels. There was a significant difference between the proportion of responses for candidate A (average-weight male) versus candidate C (overweight male) in the "other" category ( $z = -2.35$ , significant at  $p < .05$ ). The comments for candidate A in the "other" category include "not creative," "personal appeal," "interests seem solitary," and "inattentiveness to detail." Candidate A (average-weight male) was also significantly less likely than Candidate B (average-weight female) to be ascribed weaknesses in the "other" category ( $z = 1.95$ ,  $p < .05$ ). Candidate A, however, was not more likely than Candidate D (overweight female) to be ascribed weaknesses in this category ( $z = .87$ , not significant at  $p < .05$ ).

"Other" category comments for Candidate B (average-weight female) included: "no knowledge of my company stated," "did not present herself as a professional," "not much pizzazz (sic)," "just told what could be read on her resume--did not sell herself," "no zip," "flat affect," "doesn't appear very professional, diversity can be a weakness or a strength," "risk taking," "humor," and "needs to loosen up."

Comments in the "other" category for Candidate C (overweight male) included "This guy is a basket case. He can't decide what he wants to do when he grows up, so he'll do whatever comes along." One respondent indicated "his name" was a weakness. Other comments included "does not give the impression of strength," "needs to decide what he wants in life and set goals," "creativity, sense of direction" (mentioned in the weaknesses category), "no stated career objective," "why did he leave each job?",

"there's nothing outstanding to set him apart from other applicants for the job," and "dullness, 'company man' image, uninspiring."

Comments in the "other" category for Candidate D (overweight female) included "needs...(to) come across more creative," "lack of creativity," "too rigid on tape," "lack of a clear goal in work life," "lack of evidence of commitment to an organization," "seems a little 'uneasy'," and "She is not someone who would seem to make a lasting impression." With the exception of the comments regarding creativity, there is little commonality across these two categories and so the reasons for the difference are not readily interpretable.

#### 8.4 Rationale for Job Choice

In addition to their responses to the question, "Which position (if any) would you recommend that Leslie Anderson be hired into?", raters were also asked to explain why they made that choice. The hiring choices and rationales for the choices made are provided, by candidate, in Figures 37, 38, 39 and 40, contained in, respectively, Appendices E, F, G and H. These findings are then summarized in Tables 26, 27, 28 and 29.

Some general conclusions may be drawn regarding the subjects' comments regarding the assignment of candidates to jobs:

First, respondents who assigned the candidate to the Management Trainee position were much more likely to justify this choice by referring to the candidate's skills and abilities for the job. There was very little likelihood that they would in fact use any other

criterion than Knowledge/Skills/Abilities or Personality/Interpersonal factors in their rationales. Many of the comments indicated the candidate's travel experience, work experience and education as being key reasons for assignment to this job.

Second, those respondents who assigned the candidate to the Sales Representative position were also very likely to use the person's Knowledge/Skills/Abilities as justification for the hiring decision. Personality factors were less likely to be offered as justification in this job category than in the preceding one. Commonly mentioned as reasons for placing the candidate in this position were the candidate's travel experience, sales experience, and communication skills.

Third, those subjects who assigned the candidate to the Human Resources Benefits Analyst position were in most cases more likely to utilize perceptions of the candidate's personality as factors in their explanations. This does not hold true for candidate B (average-weight female), however, where fewer Personality/Interpersonal explanations were offered. In all other conditions, subjects were about equally likely to give Personality factors as reasons for selection as they were likely to use Knowledge/Skills/Abilities explanations.

For Candidate D (overweight female), who was the candidate most likely to be offered the Human Resources Benefits Analyst job, comments indicated that subjects perceived her as someone who would prefer to work independently and who lacked the aggressiveness or motivation necessary to succeed as a salesperson. Comments also indicated a perception that she possessed the type of analytical skills demanded in the Human Resources Benefits Analyst job.

In the Would Not Hire category, a number of responses indicated that the candidate was perceived as having a work history indicative of unreliability, or as being unaggressive or unmotivated. For candidate B (average-weight female), the candidate who was significantly more likely to be refused a job, comments indicated that respondents either perceived her as lacking ambition or stability of employment history, or they stated that they lacked sufficient information to make a hiring decision, e.g., "Don't know enough," or "Can't tell from only the video and resume."

Tables 26, 27, 28 and 29 on pages 213 and 214 summarize the rationales provided for hiring choices, by job and by candidate and by type of rationale provided.

TABLE 26

**"JOB HIRE AND WHY" RESPONSE SUMMARY  
JOB CHOICE: "WOULD NOT HIRE"**

CANDIDATE:	A	B	C	D
KNOWLEDGE/ SKILLS/ ABILITIES	6 (43%)	9 (35%)	0	1 (10%)
PERSONALITY/ INTERPERS'L FACTORS	5 (36%)	10 (39%)	4 (57%)	5 (50%)
"OTHER" FACTORS	1 (7%)	7 (27%)	3 (43%)	3 (30%)
APPEARANCE FACTORS	2 (14%)	0	0	1 (10%)
TOTAL COMMENTS	14	26	7	10

TABLE 27

**"JOB HIRE AND WHY" RESPONSE SUMMARY  
JOB TITLE: "HUMAN RESOURCES BENEFITS ANALYST"**

CANDIDATE:	A	B	C	D
KNOWLEDGE/ SKILLS/ ABILITIES	12 (48%)	13 (57%)	7 (37%)	20 (46%)
PERSONALITY/ INTERPERSONAL FACTORS	8 (48%)	7 (15%)	13 (47%)	10 (41%)
"OTHER" FACTORS	0	3 (13%)	3 (16%)	6 (14%)
APPEARANCE FACTORS	1 (4%)	2 (9%)	0	0
TOTAL COMMENTS	25	23	19	44

TABLE 28

**"JOB HIRE AND WHY" RESPONSE SUMMARY  
JOB TITLE: "SALES REPRESENTATIVE"**

CANDIDATE:	A	B	C	D
KNOWLEDGE/ SKILLS/ ABILITIES	54 (82%)	38 (83%)	33 (59%)	41 (75%)
PERSONALITY/ INTERPERSONAL FACTORS	8 (12%)	7 (15%)	13 (23%)	10 (18%)
"OTHER" FACTORS	2 (3%)	1 (2%)	9 (16%)	3 (6%)
APPEARANCE FACTORS	2 (3%)	0	1 (2%)	1 (2%)
TOTAL COMMENTS	66	46	56	55

TABLE 29

**"JOB HIRE AND WHY" RESPONSE SUMMARY  
JOB TITLE: "MANAGEMENT TRAINEE"**

CANDIDATE:	A	B	C	D
KNOWLEDGE/ SKILLS/ ABILITIES	11 (65%)	31 (69%)	17 (71%)	17 (68%)
PERSONALITY/ INTERPERSONAL FACTORS	6 (35%)	10 (22%)	6 (25%)	5 (12%)
"OTHER" FACTORS	0 (6.7%)	3 (4.2%)	1 (12%)	3 (11.5%)
APPEARANCE FACTORS	0	1 (2%)	0	0
TOTAL COMMENTS	17	41	24	25

**JOB: WOULD NOT HIRE****CANDIDATE A, NH RESPONSES**

"Knowledge/Skills/Abilities" (Factors ED,CS,LS,TR,WE,WS): 6 items (43% of 14 responses)

"Personality/Interpersonal" (Factors FR,IS,MO,PE,SC): 5 items (36% of 14 responses)

OTHER: 1 response (7% of 14 responses)

APPEARANCE: 2 Responses (14% of 14 responses)

**CANDIDATE B: NH RESPONSES**

"Knowledge/Skills/Abilities" (Factors CS,ED,LS,TR,WE,WS): 9 items (34.6% of 26 items) "Personality/Interpersonal" (Factors FR,IS,MO,PE, SC): 10 items (38.5% of 26 items total)

Other: 7 items (26.9% of total) Appearance: 0 Responses

**CANDIDATE C: NH RESPONSES:**

--Combining CS, ED, LS, TR, WE, WS (Knowledge/Skills/Abilities factor) yields 0 items.

--Combining FR, IS, MO, PE, SC ("Personality/Interpersonal" factor) yields 4 items (57% of 7 items)

--"Other" yields 3 items (43% of 7 items) --Appearance yields 0 items.

**CANDIDATE D: NH RESPONSES**

--Combining CS, ED, LS, TR, WE, WS (Knowledge/Skills/Abilities factor) yields 1 item (10% of 10 items)

--Combining FR, IS, MO, PE, SC ("Personality/Interpersonal" factor) yields 5 items (50% of 10 items).

--"Other" yields 3 items (30% of 10 items): Appearance yields 1 item (10%).

FIGURE 33  
SUMMARY OF RATIONALES FOR JOB CHOICE "NO HIRE"

**JOB: HUMAN RESOURCES BENEFITS ANALYST****CANDIDATE A: HRB POSITION RESPONSES**

"Knowledge/Skills/Abilities" (Factors ED,CS,LS,TR,WE,WS): 12 items (48% of 25 responses)

"Personality/Interpersonal" (Factors FR,IS,MO,PE,SC): 12 items (48% of 25 responses)

OTHER: No responses

Appearance: 1 Response (4% of 25 responses)

---

**CANDIDATE B: HRB RESPONSES**

"Knowledge/Skills/Abilities" (Factors CS,ED,LS,TR,WE,WS): 13 items (56.5% of 23 items total)

"Personality/Interpersonal" (Factors FR,IS,MO,PE, SC): 5 items (15.2% of 23 items total)

Other: 3 items (13% of total) Appearance: 2 Items (8.7% of total)

---

**CANDIDATE C: HRB RESPONSES**

--Combining CS, ED, LS, TR, WE, WS (Knowledge/Skills/Abilities factor) yields 7 items (36.8% of 19 items)

--Combining FR, IS, MO, PE, SC ("Personality/Interpersonal" factor) yields 9 items (47.4% of 19 items)

--"Other" yields 3 items (15.8%); Appearance yields 0 items.

---

**CANDIDATE D: HRB RESPONSES:**

--Combining CS, ED, LS, TR, WE, WS (Knowledge/Skills/Abilities factor) yields 20 items (45.5% of 44 items)

--Combining FR, IS, MO, PE, SC ("Personality/Interpersonal" factor) yields 18 items (40.9% of 44 items).

--"Other" yields 6 items (13.6% of 44 items); Appearance yields 0 items.

---

FIGURE 34  
SUMMARY OF RATIONALES FOR JOB CHOICE "HUMAN RESOURCES  
BENEFITS ANALYST"



**JOB: SALES REPRESENTATIVE****CANDIDATE A: SR RESPONSES**

"Knowledge/Skills/Abilities" (Factors ED,CS,LS,TR,WE,WS): 54 items (82% of 66 responses)

"Personality/Interpersonal" (Factors FR,IS,MO,PE,SC): 8 items (12% of 66 items)

OTHER: 2 responses (3% of 66 responses)

Appearance: 2 Responses (3% of 66 responses)

---

**CANDIDATE B: SR RESPONSES**

"Knowledge/Skills/Abilities" (Factors CS,ED,LS,TR,WE,WS): 38 items (82.6% of 46 items total)

"Personality/Interpersonal" (Factors FR,IS,MO,PE, SC): 7 items (15.2% of 46 items total)

Other: 1 items (2.2% of total) Appearance: 0 Responses

---

**CANDIDATE C: SR RESPONSES**

--Combining CS, ED, LS, TR, WE, WS (Knowledge/Skills/Abilities factor) yields 33 items (58.9% of 56 items)

--Combining FR, IS, MO, PE, SC ("Personality/Interpersonal" factor) yields 13 items (23.2% of 56 items)

--"Other" yields 9 items (16.1%); Appearance yields 1 item (1.8%).

---

**CANDIDATE D: SR RESPONSES**

--Combining CS, ED, LS, TR, WE, WS (Knowledge/Skills/Abilities factor) yields 41 items (74.5% of 55 items)

--Combining FR, IS, MO, PE, SC ("Personality/Interpersonal" factor) yields 10 items (18.2% of 55 items).

--"Other" yields 3 items (5.5% of 55 items); Appearance yields 1 item (1.8%).

---

**FIGURE 35**  
**SUMMARY OF RATIONALES FOR JOB CHOICE "SALES REPRESENTATIVE"**

**JOB: MANAGEMENT TRAINEE****CANDIDATE A: MT RESPONSES**

"Knowledge/Skills/Abilities" (Factors ED,CS,LS,TR,WE,WS): 11 items (65% of 17 responses)

"Personality/Interpersonal" (Factors FR,IS,MO,PE,SC): 6 items (35% of 17 responses)

OTHER: No responses                      Appearance: 0 Responses

**CANDIDATE B: MT RESPONSES**

"Knowledge/Skills/Abilities" (Factors CS,ED,LS,TR,WE,WS): 31 items (68.9% of 45 items total)

"Personality/Interpersonal" (Factors FR,IS,MO,PE, SC): 10 items (22.2% of 45 items total)

Other: 3 items (6.7% of total)                      Appearance: 1 Response (2.2% of total)

**CANDIDATE C: MT RESPONSES**

--Combining CS, ED, LS, TR, WE, WS (Knowledge/Skills/Abilities factor) yields 17 items (70.8% of 24)

--Combining FR, IS, MO, PE, SC ("Personality/Interpersonal" factor) yields 6 items (25% of 24 items)

--"Other" yields 1 item (4.2%); Appearance yields 0 items.

**CANDIDATE D: MT RESPONSES**

--Combining CS, ED, LS, TR, WE, WS (Knowledge/Skills/Abilities factor) yields 17 items (68% of 25 items)

--Combining FR, IS, MO, PE, SC ("Personality/Interpersonal" factor) yields 5 items (25% of 25 items).

--"Other" yields 3 items (12% of 25 items); Appearance yields 0 items.

**FIGURE 36**  
**SUMMARY OF RATIONALES FOR JOB CHOICE "MANAGEMENT TRAINEE"**

### **8.5 Summary**

The comments described above indicate that respondents did in fact perceive commonalities across the four conditions. Ratings on the semantic differential items show few significant differences across items, indicating that the candidates were generally perceived in the same way, with the exceptions being that the average-weight male candidate was described as happier and healthier than the other candidates and as more articulate than the female stimuli; and the average-weight candidates were described as stronger than the overweight candidates and more secure than the overweight female stimulus. Raters were more likely to mention the overweight female stimulus' body weight as a weakness; comments about her appearance included "sloppy, overweight, submissive, heavy;" the overweight male stimulus received only one comment regarding his body weight ("overweight"). All candidates ~~except~~ the overweight female stimulus received several mentions of their appearance as a strength.

Examining the comments made by raters: Only the average-weight stimuli were described as "active" and "strong;" only the overweight candidates were described as "low energy, sluggish, and weak." However, these comments were made by a relatively small sample of raters, so they should not be interpreted as signifying the sentiments of all raters.

Respondents were most likely to use knowledge, skills and abilities factors to justify a hiring recommendation. This tendency was less pronounced for the Human Resources

Benefits Analyst position, where raters relied on personality attributions as well as justifications for placement. Justifications for refusals to hire were generally based on the candidate's perceived unreliability or the respondent's unwillingness to choose without more information.

## CHAPTER NINE

### DISCUSSION

#### 9.1 Overview

The results of this study will be discussed in relation to the theory cited within the analysis. Results are analyzed in light of earlier research findings and possible limitations of the study are discussed. Implications of the present study and recommendations for future research are then discussed.

#### 9.2 Discussion Of Results

The findings outlined herein confirm earlier research in that they indicate different responses to physical attributes of males vs. females (Heilman et al., 1979, 1985, 1989; Riegelhaupt, 1984). Testing the influence of obesity as a dimension of physical attractiveness, it was found that raters did not perceive the similarity of body size even when the stimulus individuals were chosen specifically because of their equivalence on these dimensions. Using videocamera technology to expand the stimulus individuals exactly the same amount produced images which received different ratings of weight (male expanded image mean = 2.27, female expanded image mean rating = 2.93, where a rating of "2" was average and "3" was overweight). While there is significant research evidence to indicate that the obese are generally viewed negatively (e.g., DeJong, 1980; Worsley, 1981; Vener et al, 1982), a negative bias against the obese did not appear in measures of co-worker or employee desirability, nor in the majority of the descriptions

provided within the semantic differential scale. Raters responded differently to male and female candidates whose images had been "expanded" by the same amount through the use of video camera technology. Indeed, raters viewing the male stimulus responded almost identically in terms of job placement, exhibiting no significant differences in willingness to hire and patterns of job placement. Raters did not exhibit an unwillingness to hire an obese candidate or a tendency to view the obese candidate more negatively, nor did they penalize the obese candidates in terms of salary offered for the job. Raters were, however, significantly more likely to refuse to hire the average-weight female stimulus and were significantly more likely to place the obese female candidate in a less desirable job. Raters' negative reactions correspond to stimulus gender rather than stimulus attractiveness (as operationalized by weight).

### 9.3 Theoretical Significance of the Results

These results are surprising in that they fail to confirm earlier findings regarding prejudice against the obese (e.g., Vener et al, 1990; Harris and Smith, 1983; Tiggeman and Rothblum, 1988). Given the extent to which other sources (e.g., Harris and Smith, 1983; Homant and Kennedy, 1982; Rothblum, Miller and Garbutt, 1988) have found respondents willing to admit to negative attitudes toward the obese in both social and employment-related settings, the fact that the findings of the current study run counter to much of the established literature on obesity demands an explanation.

The results reported here do confirm earlier findings within the general literature on obesity (Rothblum et al., 1988, 1990) which indicate that obesity is differentially evaluated for men than for women. Results in the present study indicated that females were more likely to be identified as overweight at either weight level, with more pejorative comments made about the overweight female's appearance.

These results also lend tentative support to findings within the body of research on physical attractiveness (Heilman et al., 1979, 1985, 1985; Cash, Gillen, and Burns, 1977), which indicate that attractiveness is evaluated differently for male and female stimuli. In the present study raters reacted differently to differing male body configurations than to those of females. Thus there is now evidence to support the contention that it is not only facial attractiveness of men and women that is differentially evaluated, but body configuration as well.

If males' body configurations are evaluated differently than females', and if females are generally evaluated more stringently, then females may be affected more severely by appearance-related discrimination than are males.

#### 9.4 Gender Differences in Appearance Evaluation

The model of employment decision-making developed by Morrow is relevant to this contention. Morrow (1990) (see Figure 2, page 29) developed a theory of the role of physical attractiveness as a status characteristic in employment decision-making that may explain the present findings.

Morrow described physical attractiveness as a status characteristic which influences raters' perceptions of and responses to applicants. A status characteristic is defined as any characteristic that is used to assign status to individuals across a wide variety of situations. In Morrow's conceptualization, age, race, gender and attractiveness are deemed to be status characteristics, since they are used to allocate status to actors even in cases where these characteristics may not be directly relevant. If physical attractiveness operates as a status characteristic, this may lead to individuals who are more attractive being accorded more deferential behaviors and more positive expectations across a wide variety of settings. In comparison with the unattractive, then, the physically attractive are provided with more chances at success, easier opportunities for success, and ultimately higher levels of self-esteem (Morrow, 1990, p. 64).

Conversely, the unattractive are presumed to meet with fewer opportunities to live up to others' expectations and thus to develop a sense of competency. Morrow contends that status-characteristics theory would lead to lower-status individuals' encountering lower expectations and treatment which reflects these expectations. Individual who encounter these circumstances are expected to structure their self-perceptions and behaviors in ways that will be consistent with the (reduced) expectations that they encounter.

If obesity is more likely to be perceived in females than males (e.g., Rodin et al., 1984; Tiggeman and Rothblum, 1988), i.e., if perceived-as-obese starts at a lower



relative weight for females than for males, it would follow that many females perceived as obese are more likely to be deemed lower in status and thus to encounter reduced expectations and less favorable treatment. as compared with males who are at the same relative weight (similar body-mass indices). It would then follow that females (both those who are technically-medically obese and those commonly perceived as such) would structure their self-perceptions and actions in ways consistent with the lower expectations they encounter, and thus behave in ways that confirm these lower expectations.

In short, differential response to body weight for women versus men could mean that females deemed obese (and therefore unattractive) have fewer opportunities to confront expectations which will enable them to develop a sense of competency. These reduced opportunities to develop a sense of competency may lead obese women (or women who believe they are overweight) to develop less self-confidence and ultimately to present themselves in less effective ways. They may be less assertive, present themselves less effectively, demonstrate fewer social skills, and in general be less desirable candidates for employment—not because of their perceived or real obesity, but because they are relatively weaker in the skills or qualities that employers deem desirable.

An indicator of results indicating that the obese are, in fact, weaker in social skills, is the Miller et al. (1990) study of social interactions over the phone involving obese and non-obese stimuli. Miller, Rothblum, Barbour, Brand and Felicio (1990) asked raters to evaluate the telephone conversations conducted by both obese and nonobese women

the women's contributions to the conversations (but who were not aware of the women's weights) rated the obese women more negatively in terms of social skills, likability, and attractiveness. The telephone partners of obese women also rated them more negatively. The authors noted that several factors (such as a history of stigmatization and a consequent lack of opportunity to gain social skills) could lead to these results. They recommended further research to replicate and extend these findings.

This study is a useful first step in assessing the influence of individual attractiveness upon levels of social skill. Similar types of studies, assessing work-related as well as social skills, would be necessary to confirm the relationships posited by Morrow's model. Such confirmation would be necessary before considering the development of interventions designed to remedy skill deficiencies.

### 9.5 Practical Significance of The Results

If the relationships and hypotheses deriving from Morrow's (1990) model are accurate, this would have significant practical implications for the lives of women. If appearance leads to being treated differently, and obesity is deemed a less desirable status characteristic, then individuals who are obese will have fewer opportunities to develop a sense of competency or self-efficacy (Morrow, 1990; Umberson and Hughes, 1987). If weight is presumed to be largely determined by genetics and heredity, rather than a characteristic which is within the individual's control (e.g., Garner and Wooley 1991; Beller, 1977; Fitzgerald, 1981), then obese women may be at greater risk of

developing a negative self-perception based on criteria which are both irrelevant to personal goodness and outside their personal control (at least over the long term). Their reduced sense of self-worth may then affect how they present themselves and reduce their ability to achieve objective outcomes over the long term. This reduced sense of self-efficacy might also be expected to create women who are less desirable as employees because they do not demonstrate expected levels of initiative or assurance.

And if, as these findings and other reports indicate (e.g., Tiggeman and Rothblum, 1998; Rothblum et al., 1990), even non-obese women are more likely to view themselves and to be seen as overweight, then such a problem could be widespread – certainly beyond the population of women who are deemed clinically or medically obese. If these hypothesized relationships truly describe women's opportunities to develop self-confidence and a sense of competency, a great waste of human capital and personal and organizational potential may be occurring. If this could be avoided (by such techniques as attempts to change social attitudes toward the obese and by interventions targeting the self-esteem and self-efficacy of the obese), the overall level of social and organizational performance might be raised.

## 9.6 Possible Moderators of Prejudice Against the Unattractive

### 9.6.1 Length of Contact

It is possible that the current videotape, despite its relative brevity, might have been long enough to provide sufficient cues to enable subjects to "set aside" a negative first impression and evaluate the candidate's credentials more objectively. If true, this

would mean that negative initial prejudice might not be captured by the experiment because it was overcome by the provision of additional data (e.g., resume information, ongoing personality cues, etc.). Prejudice may be a phenomenon which operates in the absence of other, more substantial cues, and would be detected in a setting in which fewer informational cues were provided.

If this were proven to be true, it would have significant practical implications for the obese and for employment selection specialists. Situations in which one makes a brief initial evaluation of an individual (such as when a receptionist or human resources staff member takes an incoming application) may be the sorts of circumstances in which prejudice is most likely to operate to an applicant's detriment. Perhaps training for human resources staffers and for managers in general could alert them to the possibility that they may be making unfair and unwise initial judgments.

#### 9.6.2 Changing Attitudes Toward Obesity

To claim that the study's overall findings regarding obesity indicate that prejudice against the obese does not exist would be unwarranted. The proliferation in U.S. society of diet centers, weight loss aids, and the "health and fitness" programs offered in and out of the workplace indicate there has been no sudden turnaround regarding attitudes toward obesity. If anything, current increases in concern about health and fitness might combine to produce more stringent social attitudes toward obesity (Klassen et al., 1991)

It may be possible, however, that there is the start of a "turnaround" in attitudes toward the causes of obesity, which might in turn influence raters' evaluations. The media has recently begun reporting (e.g., Lampert, 1993) that obesity may be due at least as much to genetic and hereditary causes as to eating patterns (e.g., Garner and Wooley, 1991). If respondents in the present study were aware of this gathering evidence, then perhaps their evaluations of the obese candidates did not include the level of negative reaction that is usually found. As Fitzgerald (1981) noted, obesity is generally seen as a "moral failure;" as such, the individual who is obese is judged negatively for this failure. Take away the stigma of failure and perhaps what is left is merely evaluation of credentials and notation of body configuration, without pejorative judgment.

### 9.6.3 Skill Level of the Applicant

The relatively limited influence of candidate obesity detected within these findings may be explained by the possibility that bias was offset by the level of education which the candidate had demonstrated, or the job and personal skills evidenced by the candidate (data provided to subjects about the candidate indicated completion of a Master's of Business Administration degree, foreign travel and fluency in a foreign language). A high degree of skill may have overcome any initial prejudice on the part of subjects. If this is true, then the potentially damaging effects of undesirable appearance might be offset by higher levels of skill or specialized training (Morrow, 1990).

If such were to be proven true, it would offer real hope to the obese. For example, early research results indicated that the obese are less likely to go on to college from high school (Canning and Mayer, 1966); it was also found that obese individuals reported more types of employment discrimination and more attempts to conceal their weight (e.g., through telephone interviews and similar strategies) (Rothblum et al., 1990). The obese individuals in the latter study apparently assumed there was prejudice against the obese and took the steps they felt necessary to protect themselves against it. If it were found that prejudice against the obese is more potent at lower levels of education or skill attainment, it would provide a tentative indicator that investment in training and skills development by the obese might pay off in the workplace.

### 9.7 Significance of the Methodology Used in the Current Study

This study is one of a very few to use a visual manipulation of obesity (rather than written stimuli). Many of the works cited herein (e.g., Rothblum et al., 1988; Dipboye et al., 1975; Beehr and Gilmore, 1982; Heilman et al., 1979, 1985) used photographs as the stimulus. Morrow (1990) contends that physical attractiveness which operates in a dynamic environment, with multiple cues. Research which assesses the influence of rater physical attractiveness based solely on a photo stimulus produces a response to a narrow operationalization of physical attractiveness (Morrow, 1990, p. 53). While the present study produced findings that are contrary to results generally obtained regarding physical attractiveness (see citations above), its results may be more valid than those elicited in research using only a written or photographic stimulus. It may be that

these latter stimuli elicit a negative response which is not expressed or experienced in the presence of a more realistic stimulus (i.e., a video image).

## 9.8 Limitations of the Present Research

### 9.8.1 The Measurement Instrument

The possibility exists that the present instrument failed to capture prejudice because its complexity "distracted" raters and made their preferences less salient. Raters had to respond to over 80 questionnaire items, including demographic items, and the complexity of this task may have lead them to "forget" their prejudice or to be uncertain of how or where to apply their preferences.

### 9.8.2 Social Desirability Response Bias

Another possible explanation for the results obtained here is that there may have been a social desirability response bias at work. Subjects were told that they were participating in a study of "first impressions;" this description was provided as an explanation for the brevity of the videotape. Perhaps subjects responded to these instructions by being unwilling to report any negative responses, or to take negative action, in an attempt to be as "fair" as possible in their evaluation of the candidate. If respondents took to heart the social admonition that one "shouldn't judge a book (or an individual) by its cover," then they might have suppressed negative responses in a desire to be more cautious in their judgments. However, such an effect might equally be presumed to affect any form of research conducted regarding physical attributes (Morrow, 1990).

### 9.8.3 Possible Regional Influences

These results might have failed to capture significant bias against the obese due to the possibility that negative attitudes toward the obese vary by region and are less prevalent in the specific geographic area where the experiment was conducted (a concentration of relatively small towns in the Midwest) than in other parts of the country. It is generally known that many of the respondents live locally and are descended from immigrant grandparents or great-grandparents. Goldblatt et al's results (1965) indicated the more recent the immigration of one's ancestors, the greater the tendency toward obesity. If for that reason there is a higher proportion of obesity extant in the local population, then raters may be more accustomed to the phenomenon of obesity and less judgmental toward it. They would factor it out of their responses and the results obtained would thus not reflect much prejudice toward the obese.

### 9.8.4 The Evaluative Context

It is also possible that prejudice affects decision-making under conditions of choice rather than evaluation. Each set of raters saw only one candidate; in the real-world setting, choices are generally made among a set of candidates. It may be that if one asks, "What do you think of this person?" the response may be more objective than if the question is posed in terms of Person A vs. B vs. C as candidates for employment. Bias may operate when decisions are ambiguous and a choice must be made.



### 9.8.5 Operationalization of Obesity

The present technology was used in an attempt to measure the influence of obesity on rater reactions while still holding other factors (such as vocal tone and intonation, dress, and other aspects of appearance) constant. However, the videocamera modification only permitted an increase in image width which generated a mean assessment of "somewhat overweight" by pretest raters. Given the limitations of the technology, it may be that raters did not truly perceive the stimuli as obese. If that were the case, their ratings would not demonstrate prejudice against the obese, not because prejudice does not exist but because it would not have been "triggered" by the video stimulus.

If this is true, then subsequent assessment of videotaped stimuli using actors who are in fact obese may generate results more compatible with results of earlier research.

### 9.9 Directions for Future Research:

The findings summarized herein, coupled with the findings extant in the fields of physical attractiveness and obesity research, create a need for further study regarding several different issues.

First, research which continues to make use of videotaped rather than photographic or written stimuli will be critical to developing a clearer understanding of the various cues that might be expected to influence evaluators' responses to physical appearance in a context which more closely resembles the multiple cues available to raters in the "real world" (Morrow, 1990).

Second, research should also be conducted which attempts to assess the moderating effect of skill or experience level on rater prejudice against the unattractive. Experiments utilizing stimulus individuals with differing levels of skill could be conducted to assess whether prejudice is more pronounced when applicants have lower skill levels or fewer positive contributions to make (Morrow, 1990).

Third, if Morrow's model (1990) is correct in predicting reduced opportunities for task mastery by those deficient in status characteristics (e.g., the unattractive, the obese), then further research along the lines of that conducted by Miller et al. (1990) should be conducted. Skill levels of the obese in different task domains could be assessed to determine if they are presented with fewer opportunities for skill development and practice. Interventions designed to remedy any such skill deficits discovered could be evaluated regarding their effectiveness.

Fourth, future studies should also assess the self-esteem and self-competence perceptions of obese and nonobese females to determine if there are similarities or differences in their self-perceptions. The finding of significant differences would lend support to the theory that obesity as an aspect of unattractiveness leads to reduced opportunities for the development of a sense of mastery or competence.

The research findings regarding both skill levels and self-confidence need to be assessed in the light of the gender-based differences which have been highlighted in the literature. It important to know not only how obese women compare to nonobese women

on these factors, but also to know how these factors affect males and affect raters' assessments of both genders in order to understand how desirable outcomes are allocated in cases of employment selection.

Finally, future research could analyze whether the findings herein are reflective of attitudes in the wider culture. Much of the literature on physical attractiveness (e.g., Beehr and Gilmore, 1982; Cash et al, 1977; Heilman et al., 1979, 1985) has used samples which are largely Caucasian; the state of knowledge regarding physical attractiveness is thus largely an assessment of how whites view appearance. Occasionally non-white stimulus individuals have been used in research designs (e.g., Maruyama and Miller, 1980), but it would be desirable to know if attitudes differ across subcultures (African-American, Asian-American, Hispanic-American, etc.), and if so, in what ways. An increased use of diverse stimuli and diverse rater pools is encouraged.

Future research on the above topics is thus strongly encouraged, despite the fact that these are complex processes which will require an ongoing stream of research to assess. To explain and describe these judgment processes more fully could have major benefits for many people and to ignore them could be to ignore a significant influence on human and organizational performance.

**APPENDIX A**  
**TABLE 30**  
**SUMMARY OF INTERCORRELATIONS AMONG**  
**MEASURES OF COWORKER DESIRABILITY**

**TABLE 30**  
**SUMMARY OF INTERCORRELATIONS AMONG**  
**MEASURES OF COWORKER DESIRABILITY**

INTERCORRELATIONS AMONG QUESTIONS 1-16											
----- PEARSON CORRELATION COEFFICIENTS -----											
	PISIQ1	PISIQ2	PISIQ3	PISIQ4	PISIQ5	PISIQ6	PISIQ7	PISIQ8	PISIQ9	PISIQ10	PISIQ11
PISIQ1	1.0000										
Want as	(.295)	.5669	.5829	.5795	.6772	.5796	.5734	.6452	.5979	.6605	.5585
Coworker	P= .	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000
PISIQ2	.5669	1.0000									
Want to	(.295)	(.295)	.5168	.6583	.4363	.4430	.3221	.4090	.3460	.4384	.4583
Work For	P= .000	P= .	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000
PISIQ3	.5829	.5168	1.0000								
Want to	(.295)	(.295)	(.295)	.5490	.6534	.4106	.5190	.5305	.5790	.6041	.4508
Supervise	P= .000	P= .000	P= .	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000
PISIQ4	.5795	.6583	.5490	1.0000							
Would Be	(.294)	(.294)	(.294)	(.294)	.5967	.6057	.3908	.5349	.4626	.5405	.5502
Good Boss	P= .000	P= .000	P= .000	P= .	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000
PISIQ5	.6772	.4363	.6534	.5967	1.0000						
Highly	(.294)	(.294)	(.294)	(.293)	(.294)	.5616	.7026	.7302	.7334	.7522	.5086
Productive	P= .000	P= .000	P= .000	P= .000	P= .	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000
PISIQ6	.5796	.4430	.4106	.6057	.5616	1.0000					
Good	(.294)	(.294)	(.294)	(.293)	(.293)	(.294)	.5020	.6178	.4911	.5196	.7815
Spokesman	P= .000	P= .000	P= .000	P= .000	P= .000	P= .	P= .000	P= .000	P= .000	P= .000	P= .000
PISIQ7	.5734	.3221	.5190	.3908	.7026	.5020	1.0000				
Work	(.294)	(.294)	(.294)	(.293)	(.293)	(.293)	(.294)	.7470	.7378	.7353	.4953
Independ'ly	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000	P= .	P= .000	P= .000	P= .000	P= .000

----- PEARSON CORRELATION COEFFICIENTS -----

	PIS1Q1	PIS1Q2	PIS1Q3	PIS1Q4	PIS1Q5	PIS1Q6	PIS1Q7	PIS1Q8	PIS1Q9	PIS1Q10	PIS1Q11
PIS1Q8 Show Initiative	.6452 (.295) P=.000	.4090 (.295) P=.000	.5305 (.295) P=.000	.5349 (.294) P=.000	.7302 (.294) P=.000	.6178 (.294) P=.000	.7470 (.294) P=.000	1.0000 (.295) P=.	.8366 (.294) P=.000	.7951 (.295) P=.000	.6323 (.294) P=.000
PIS1Q9 Self-Motivated	.5979 (.294) P=.000	.3460 (.294) P=.000	.5790 (.294) P=.000	.4626 (.293) P=.000	.7334 (.293) P=.000	.4911 (.293) P=.000	.7378 (.293) P=.000	.8366 (.294) P=.000	1.0000 (.294) P=.	.8451 (.294) P=.000	.5612 (.294) P=.000
PIS1Q10 Hard Worker	.6605 (.295) P=.000	.4384 (.295) P=.000	.6041 (.295) P=.000	.5405 (.294) P=.000	.7522 (.294) P=.000	.5196 (.294) P=.000	.7353 (.294) P=.000	.7951 (.295) P=.000	.8451 (.294) P=.000	1.0000 (.295) P=.	.5937 (.294) P=.000
PIS1Q11 Strong Communic.	.5585 (.294) P=.000	.4583 (.294) P=.000	.4508 (.294) P=.000	.5502 (.293) P=.000	.5086 (.293) P=.000	.7815 (.293) P=.000	.4953 (.293) P=.000	.6323 (.294) P=.000	.5612 (.294) P=.000	.5937 (.294) P=.000	1.0000 (.294) P=.
PIS1Q12 Leadership Skills	.5285 (.295) P=.000	.5126 (.295) P=.000	.4274 (.295) P=.000	.6963 (.294) P=.000	.5485 (.294) P=.000	.6423 (.294) P=.000	.4155 (.294) P=.000	.5942 (.295) P=.000	.4869 (.294) P=.000	.5575 (.295) P=.000	.6884 (.294) P=.000
PIS1Q13 Performs Well	.6744 (.295) P=.000	.4659 (.295) P=.000	.6169 (.295) P=.000	.5878 (.294) P=.000	.7869 (.294) P=.000	.5640 (.294) P=.000	.6917 (.294) P=.000	.7463 (.295) P=.000	.7275 (.294) P=.000	.8028 (.295) P=.000	.5962 (.294) P=.000
PIS1Q14 Effective Dec-Maker	.5587 (.294) P=.000	.4141 (.294) P=.000	.4617 (.294) P=.000	.6165 (.293) P=.000	.5868 (.293) P=.000	.5601 (.293) P=.000	.4953 (.293) P=.000	.6573 (.294) P=.000	.6190 (.293) P=.000	.6461 (.294) P=.000	.5722 (.293) P=.000
PIS1Q15 Strong as MANAGER	.5304 (.294) P=.000	.4663 (.294) P=.000	.4021 (.294) P=.000	.6384 (.293) P=.000	.5621 (.293) P=.000	.5808 (.293) P=.000	.4609 (.293) P=.000	.6023 (.294) P=.000	.5290 (.293) P=.000	.6090 (.294) P=.000	.5708 (.293) P=.000
PIS1Q16 Strong INTERPERS.	.6276 (.295) P=.000	.5106 (.295) P=.000	.4960 (.295) P=.000	.6097 (.294) P=.000	.6151 (.294) P=.000	.6951 (.294) P=.000	.4765 (.294) P=.000	.5969 (.295) P=.000	.5525 (.294) P=.000	.6028 (.295) P=.000	.7453 (.294) P=.000

TABLE 30 (Cont'd)

INTERCORRELATIONS AMONG QUESTIONS 1-16, p. 3

	P1S1Q12	P1S1Q13	P1S1Q14	P1S1Q15	P1S1Q16
P1S1Q1	.5285	.6744	.5587	.5304	.6276
Want as	( 295)	( 295)	( 294)	( 294)	( 295)
Coworker	P= .000	P= .000	P= .000	P= .000	P= .000
P1S1Q2	.5126	.4659	.4141	.4663	.5106
Want to	( 295)	( 295)	( 294)	( 294)	( 295)
Work For	P= .000	P= .000	P= .000	P= .000	P= .000
P1S1Q3	.4274	.6169	.4617	.4021	.4960
Want to	( 295)	( 295)	( 294)	( 294)	( 295)
Supervise	P= .000	P= .000	P= .000	P= .000	P= .000
P1S1Q4	.6963	.5878	.6165	.6384	.6097
Would be	( 294)	( 294)	( 293)	( 293)	( 294)
Good Boss	P= .000	P= .000	P= .000	P= .000	P= .000
P1S1Q5	.5485	.7869	.5868	.5621	.6151
Highly	( 294)	( 294)	( 293)	( 293)	( 294)
Productive	P= .000	P= .000	P= .000	P= .000	P= .000
P1S1Q6	.6423	.5640	.5601	.5808	.6951
Good	( 294)	( 294)	( 293)	( 293)	( 294)
Spokesman	P= .000	P= .000	P= .000	P= .000	P= .000
P1S1Q7	.4155	.6917	.4953	.4609	.4765
Work	( 294)	( 294)	( 293)	( 293)	( 294)
Indep'ly	P= .000	P= .000	P= .000	P= .000	P= .000
P1S1Q8	.5942	.7463	.6573	.6023	.5969
Show	( 295)	( 295)	( 294)	( 294)	( 295)
Initiative	P= .000	P= .000	P= .000	P= .000	P= .000

TABLE 30 (Cont'd)

INTERCORRELATIONS AMONG QUESTIONS 1-16, p. 4

	P1S1Q12	P1S1Q13	P1S1Q14	P1S1Q15	P1S1Q16
P1S1Q9	.4869	.7275	.6190	.5290	.5525
Self-	( 294)	( 294)	( 293)	( 293)	( 294)
Motivated	P= .000	P= .000	P= .000	P= .000	P= .000
P1S1Q10	.5575	.8028	.6461	.6090	.6028
Hard	( 295)	( 295)	( 294)	( 294)	( 295)
Worker	P= .000	P= .000	P= .000	P= .000	P= .000
P1S1Q11	.6884	.5962	.5722	.5708	.7453
Strong Com-	( 294)	( 294)	( 293)	( 293)	( 294)
municator	P= .000	P= .000	P= .000	P= .000	P= .000
P1S1Q12	1.0000	.6046	.6602	.7231	.6961
Leadership	( 295)	( 295)	( 294)	( 294)	( 295)
Skills	P= .	P= .000	P= .000	P= .000	P= .000
P1S1Q13	.6046	1.0000	.6776	.6040	.6589
Performs	( 295)	( 295)	( 294)	( 294)	( 295)
Well	P= .000	P= .	P= .000	P= .000	P= .000
P1S1Q14	.6602	.6776	1.0000	.7136	.6035
Effective	( 294)	( 294)	( 294)	( 293)	( 294)
Dec.-Maker	P= .000	P= .000	P= .	P= .000	P= .000
P1S1Q15	.7231	.6040	.7136	1.0000	.6469
Strong as	( 294)	( 294)	( 293)	( 294)	( 294)
MANAGER	P= .000	P= .000	P= .000	P= .	P= .000
P1S1Q16	.6961	.6589	.6035	.6469	1.0000
Strong	( 295)	( 295)	( 294)	( 294)	( 295)
INTERPERS'L	P= .000	P= .000	P= .000	P= .000	P= .



**APPENDIX B**  
**TABLE 31**  
**INTERCORRELATIONS AMONG RATER**  
**SEMANTIC DIFFERENTIAL ITEMS**

TABLE 31  
INTERCORRELATIONS AMONG RATER  
SEMANTIC DIFFERENTIAL ITEMS

	P2S2Q17	P2S2Q18	P2S2Q19	P2S2Q20	P2S2Q21	P2S2Q22	P2S2Q23	P2S2Q24	P2S2Q25	P2S2Q26	P2S2Q27
P2S2Q17 Weak/ Strong P= .	1.0000 ( .294) P= .	.3094 ( .294) P= .000	.1411 ( .294) P= .008	.4170 ( .294) P= .000	.4125 ( .294) P= .000	.3567 ( .294) P= .000	.2032 ( .294) P= .000	.4868 ( .294) P= .000	.1479 ( .294) P= .006	.4364 ( .294) P= .000	.3290 ( .294) P= .000
P2S2Q18 Sluggish/ Energetic P= .	.3094 ( .294) P= .	1.0000 ( .294) P= .	.2672 ( .294) P= .000	.5661 ( .294) P= .000	.4202 ( .294) P= .000	.4292 ( .294) P= .000	.2982 ( .294) P= .000	.3471 ( .294) P= .000	-.0714 ( .294) P= .111	.2175 ( .294) P= .000	.2605 ( .294) P= .000
P2S2Q19 Flexible/ Rigid P= .008	.1411 ( .294) P= .008	.2672 ( .294) P= .	1.0000 ( .294) P= .	.2483 ( .294) P= .000	.1799 ( .294) P= .001	.2274 ( .294) P= .000	.0900 ( .294) P= .062	.1461 ( .294) P= .006	-.0092 ( .294) P= .437	.0949 ( .294) P= .052	.3012 ( .294) P= .000
P2S2Q20 Motivated/ Unmotlv'd P= .000	.4170 ( .294) P= .000	.5661 ( .294) P= .000	.2483 ( .294) P= .	1.0000 ( .294) P= .	.3875 ( .294) P= .000	.4901 ( .294) P= .000	.2037 ( .294) P= .000	.3589 ( .294) P= .000	-.0885 ( .294) P= .065	.3219 ( .294) P= .000	.3217 ( .294) P= .000
P2S2Q21 Passive/ Active P= .000	.4119 ( .294) P= .000	.4202 ( .294) P= .000	.1799 ( .294) P= .001	.3875 ( .294) P= .000	1.0000 ( .294) P= .	.3337 ( .294) P= .000	.2762 ( .294) P= .000	.3441 ( .294) P= .000	.0509 ( .294) P= .192	.2968 ( .294) P= .000	.2669 ( .294) P= .000
P2S2Q22 Unsuccessful/ Successful P= .000	.3567 ( .294) P= .000	.4292 ( .294) P= .000	.2274 ( .294) P= .000	.4901 ( .294) P= .000	.3337 ( .294) P= .000	1.0000 ( .294) P= .	.2436 ( .294) P= .000	.4177 ( .294) P= .000	-.0206 ( .294) P= .362	.2676 ( .294) P= .000	.3562 ( .294) P= .000
P2S2Q23 Extroverted/ Introverted P= .000	.2032 ( .294) P= .000	.2982 ( .294) P= .000	.0900 ( .294) P= .062	.2037 ( .294) P= .000	.2762 ( .294) P= .000	.2436 ( .294) P= .000	1.0000 ( .294) P= .	.2507 ( .294) P= .000	-.0065 ( .294) P= .456	.2750 ( .294) P= .000	.1223 ( .294) P= .018
P2S2Q24 Unintell./ Intelligent P= .000	.4868 ( .294) P= .000	.3471 ( .294) P= .000	.1461 ( .294) P= .006	.3589 ( .294) P= .000	.3441 ( .294) P= .000	.4177 ( .294) P= .000	.2507 ( .294) P= .000	1.0000 ( .294) P= .	.0931 ( .294) P= .096	.3007 ( .294) P= .000	.3397 ( .294) P= .000

TABLE 31 (Cont'd)

	P2S2Q17	P2S2Q18	P2S2Q19	P2S2Q20	P2S2Q21	P2S2Q22	P2S2Q23	P2S2Q24	P2S2Q25	P2S2Q26	P2S2Q27
P2S2Q25	.1479	-.0714	-.0092	-.0885	.0509	-.0206	-.0065	.0931	1.0000	.0986	-.0533
Feminine/ Masculine	(.294) P=.006	(.294) P=.111	(.294) P=.437	(.294) P=.065	(.294) P=.192	(.294) P=.362	(.294) P=.456	(.294) P=.056	(.294) P=.	(.294) P=.046	(.294) P=.181
P2S2Q26	.4364	.2175	.0949	.3219	.2968	.2676	.2750	.3007	.0986	1.0000	.3089
Indecisive/ Decisive	(.294) P=.000	(.294) P=.000	(.294) P=.052	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.046	(.294) P=.	(.294) P=.000
P2S2Q27	.3290	.2605	.3012	.3217	.2669	.3562	.1223	.3397	-.0533	.3089	1.0000
Immature/ Mature	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.018	(.294) P=.000	(.294) P=.181	(.294) P=.000	(.294) P=.
P2S2Q28	.3897	.4017	.3085	.4602	.4181	.4365	.2188	.4257	-.0193	.2937	.5594
Incapable/ Capable	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.371	(.294) P=.000	(.294) P=.000
P2S2Q29	.2408	.4454	.2990	.2789	.2855	.2259	.1083	.2132	.0926	.2530	.3870
Unhealthy/ Healthy	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.032	(.294) P=.000	(.294) P=.057	(.294) P=.000	(.294) P=.000
P2S2Q30	.1642	.2966	.1459	.4172	.2303	.2232	.0645	.1325	-.0051	.2134	.4312
Undisciplin'd/ Disciplined	(.294) P=.002	(.294) P=.000	(.294) P=.006	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.135	(.294) P=.012	(.294) P=.465	(.294) P=.000	(.294) P=.000
P2S2Q31	.1936	.3532	.2538	.3167	.1927	.3441	.2005	.2416	-.0770	.1778	.3202
Unattract./ Attractive	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.094	(.294) P=.001	(.294) P=.000

TABLE 31 (Cont'd)

	P2S2Q28	P2S2Q29	P2S2Q30	P2S2Q31
P2S2Q17 Weak/ Strong	.3897 ( 294) P= .000	.2408 ( 294) P= .000	.1642 ( 294) P= .002	.1936 ( 294) P= .000
P2S2Q18 Sluggish/ Energetic	.4017 ( 294) P= .000	.4454 ( 294) P= .000	.2966 ( 294) P= .000	.3532 ( 294) P= .000
P2S2Q19 Rigid/ Flexible	.3085 ( 294) P= .000	.2990 ( 294) P= .000	.1459 ( 294) P= .006	.2538 ( 294) P= .000
P2S2Q20 Unmotiv'd/ Motivated	.4602 ( 294) P= .000	.2789 ( 294) P= .000	.4172 ( 294) P= .000	.3167 ( 294) P= .000
P2S2Q21 Passive/ Active	.4181 ( 294) P= .000	.2855 ( 294) P= .000	.2303 ( 294) P= .000	.1927 ( 294) P= .000
P2S2Q22 Unsuccessful/ Successful	.4365 ( 294) P= .000	.2259 ( 294) P= .000	.2232 ( 294) P= .000	.3441 ( 294) P= .000
P2S2Q23 Introverted/ Extroverted	.2188 ( 294) P= .000	.1083 ( 294) P= .032	.0645 ( 294) P= .135	.2005 ( 294) P= .000
P2S2Q24 Unintell./ Intelligent	.4257 ( 294) P= .000	.2132 ( 294) P= .000	.1325 ( 294) P= .012	.2416 ( 294) P= .000
P2S2Q25 Feminine/ Masculine	-.0193 ( 294) P= .371	.0926 ( 294) P= .057	-.0051 ( 294) P= .465	-.0770 ( 294) P= .094
	P2S2Q26 Indecisive/ Decisive	P2S2Q27 Immature/ Mature	P2S2Q28 Incapable/ Capable	P2S2Q29 Unhealthy/ Healthy
	.2937 ( 294) P= .000	.5594 ( 294) P= .000	1.0000 ( 294) P= .	.4549 ( 294) P= .000
	.2530 ( 294) P= .000	.3870 ( 294) P= .000	.4549 ( 294) P= .000	1.0000 ( 294) P= .
	.2134 ( 294) P= .000	.4312 ( 294) P= .000	.4029 ( 294) P= .000	.3806 ( 294) P= .000
	.1778 ( 294) P= .001	.3202 ( 294) P= .000	.3211 ( 294) P= .000	.3760 ( 294) P= .000
	P2S2Q30 Undisciplin'd/ Disciplined	P2S2Q31 Unattract./ Attractive		
	.4029 ( 294) P= .000	.3211 ( 294) P= .000	1.0000 ( 294) P= .	.2885 ( 294) P= .000
	.3806 ( 294) P= .000	.3760 ( 294) P= .000	.2885 ( 294) P= .000	1.0000 ( 294) P= .

**APPENDIX C**  
**TABLE 32**  
**INTERCORRELATIONS AMONG RATER AND CANDIDATE**  
**SEMANTIC DIFFERENTIAL ITEMS**

TABLE 32  
INTERCORRELATIONS AMONG RATER AND CANDIDATE  
SEMANTIC DIFFERENTIAL ITEMS

	P182Q21	P182Q22	P182Q23	P182Q24	P182Q25	P182Q26	P182Q27	P182Q28	P182Q29	P182Q30	P182Q31
<b>P182Q21</b>											
<b>P202Q17</b>	.1001	-.0442	.0547	.0496	.0925	.0639	.1026	.1226	.1273	.1840	.1021
<b>Weak/</b>	(.292)	(.291)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)
<b>Strong</b>	P= .044	P= .226	P= .175	P= .199	P= .046	P= .117	P= .019	P= .016	P= .015	P= .001	P= .040
<b>P202Q18</b>											
<b>Simple/d/</b>	.0729	.0903	.0123	.1462	.1985	.0830	.1156	.1194	.1688	.1563	.0697
<b>Phlegmatic</b>	(.292)	(.291)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)
	P= .109	P= .196	P= .417	P= .006	P= .000	P= .078	P= .024	P= .020	P= .002	P= .004	P= .117
<b>P202Q19</b>											
<b>Rigid/</b>	.2027	.1473	.1995	.1715	.1916	.1680	.2170	.1829	.1657	.2083	.0330
<b>Flexible</b>	(.292)	(.291)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)
	P= .000	P= .006	P= .000	P= .002	P= .000	P= .002	P= .000	P= .001	P= .002	P= .000	P= .286
<b>P202Q20</b>											
<b>Motivated/d/</b>	.0575	.0017	.0315	.0702	.1064	.0522	.1149	.0915	.1180	.1501	.0702
<b>Motivated</b>	(.292)	(.291)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)
	P= .164	P= .488	P= .295	P= .115	P= .034	P= .166	P= .024	P= .059	P= .022	P= .005	P= .115
<b>P202Q21</b>											
<b>Passive/</b>	.0369	.0253	.0504	.1014	.0650	.1064	.0650	.1090	.2224	.0695	.1238
<b>Active</b>	(.292)	(.291)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)
	P= .265	P= .334	P= .194	P= .041	P= .131	P= .034	P= .113	P= .011	P= .000	P= .117	P= .017
<b>P202Q22</b>											
<b>Unsuccessful/</b>	.0289	.0407	.0903	.1752	.0192	.0042	.0556	.1424	.1487	.1451	.0548
<b>Successful</b>	(.292)	(.291)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)
	P= .311	P= .245	P= .061	P= .001	P= .372	P= .472	P= .171	P= .007	P= .005	P= .006	P= .174
<b>P202Q23</b>											
<b>Introversive/</b>	.0317	.0295	.0292	.0188	.0688	.0294	.0248	.1538	.0410	.1152	.1752
<b>Extrovert</b>	(.292)	(.291)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)
	P= .295	P= .308	P= .309	P= .174	P= .120	P= .308	P= .336	P= .004	P= .242	P= .024	P= .001
<b>P202Q24</b>											
<b>Unintellig./</b>	.0931	.0056	.0109	.0158	.0965	.0947	.1080	.0670	.0445	.1276	.0146
<b>Intelligent</b>	(.292)	(.291)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)
	P= .056	P= .462	P= .426	P= .391	P= .049	P= .051	P= .032	P= .126	P= .223	P= .014	P= .402
<b>P202Q25</b>											
<b>Feminine/</b>	.0580	.0001	.0878	.0821	.1283	.0386	.0382	.1435	.0632	.1294	.1785
<b>Masculine</b>	(.292)	(.291)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)
	P= .162	P= .500	P= .066	P= .080	P= .014	P= .255	P= .257	P= .007	P= .144	P= .016	P= .001
<b>P202Q26</b>											
<b>Indecisive/</b>	.0531	.0024	.0169	.0377	.0280	.0363	.0746	.0195	.0003	.0198	.1561
<b>Decisive</b>	(.292)	(.291)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)
	P= .174	P= .484	P= .386	P= .162	P= .316	P= .268	P= .101	P= .370	P= .498	P= .368	P= .004
<b>P202Q27</b>											
<b>Immature/</b>	.0736	.0747	.0836	.1106	.1031	.1060	.1010	.1608	.0965	.1802	.0273
<b>Mature</b>	(.292)	(.291)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)
	P= .105	P= .102	P= .076	P= .029	P= .039	P= .037	P= .042	P= .003	P= .049	P= .001	P= .321
<b>P202Q28</b>											
<b>Incapable/</b>	.1154	.0307	.0589	.1215	.0979	.1279	.1018	.1384	.1248	.1662	.1022
<b>Capable</b>	(.292)	(.291)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)
	P= .024	P= .301	P= .157	P= .019	P= .047	P= .014	P= .041	P= .009	P= .016	P= .002	P= .040
<b>P202Q29</b>											
<b>Unhealthy/</b>	.1529	.1336	.0556	.1281	.1189	.1347	.1564	.1162	.1669	.1609	.0059
<b>Healthy</b>	(.292)	(.291)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)
	P= .004	P= .011	P= .171	P= .014	P= .021	P= .010	P= .004	P= .023	P= .002	P= .003	P= .460
<b>P202Q30</b>											
<b>Undisciplined/</b>	.0128	.0735	.0531	.1081	.0479	.0164	.0381	.0916	.0788	.1022	.0123
<b>Disciplined</b>	(.292)	(.291)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)
	P= .414	P= .106	P= .187	P= .012	P= .206	P= .189	P= .258	P= .059	P= .089	P= .040	P= .417
<b>P202Q31</b>											
<b>Unattractive/</b>	.1385	.0780	.0443	.0879	.1419	.0194	.0788	.0129	.1085	.0887	.0077
<b>Attractive</b>	(.292)	(.291)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)	(.294)
	P= .009	P= .092	P= .225	P= .066	P= .007	P= .370	P= .089	P= .411	P= .012	P= .064	P= .448

TABLE 32 (Cont'd)

	P182Q12	P182Q13	P182Q14	P182Q15	P182Q16	P182Q17	P182Q18	P182Q19	P182Q40	P182Q41	P182Q42
P282Q17 Weak/ Strong	.1930 (.293) P=.000	.2049 (.293) P=.000	.1170 (.294) P=.023	.0566 (.294) P=.167	-.0961 (.294) P=.050	.1133 (.294) P=.024	.1226 (.294) P=.016	.0991 (.294) P=.045	.1406 (.293) P=.008	.0917 (.294) P=.058	.1546 (.292) P=.004
P282Q18 Struggle/ Energetic	.1948 (.293) P=.004	.1563 (.293) P=.004	.1548 (.294) P=.004	.0837 (.294) P=.076	-.0948 (.294) P=.052	.1960 (.294) P=.000	.2216 (.294) P=.000	.1614 (.294) P=.003	.1492 (.293) P=.005	.1967 (.294) P=.000	.1470 (.292) P=.006
P282Q19 Rigid/ Flexible	.1611 (.293) P=.008	.1861 (.293) P=.001	.1010 (.294) P=.000	.1090 (.294) P=.031	.0191 (.294) P=.372	.2100 (.294) P=.000	.2319 (.294) P=.000	.2798 (.294) P=.000	.1279 (.293) P=.014	.2722 (.294) P=.000	.1933 (.292) P=.000
P282Q20 Unmotivated/ Motivated	.1225 (.293) P=.012	.1040 (.293) P=.038	.1643 (.294) P=.002	.0606 (.294) P=.150	-.0068 (.294) P=.454	.1710 (.294) P=.002	.1333 (.294) P=.011	.1844 (.294) P=.001	.0476 (.293) P=.209	.1402 (.294) P=.008	.0778 (.292) P=.092
P282Q21 Passive/ Active	.1259 (.293) P=.016	.1827 (.293) P=.001	.1082 (.294) P=.032	.0691 (.294) P=.119	-.0860 (.294) P=.071	.0629 (.294) P=.141	.1013 (.294) P=.041	.0821 (.294) P=.080	.1359 (.293) P=.010	.0559 (.294) P=.170	.1071 (.292) P=.034
P282Q22 Unsuccessful/ Successful	.0965 (.293) P=.050	.0806 (.293) P=.085	.1195 (.294) P=.020	.0593 (.294) P=.160	.0422 (.294) P=.236	.0865 (.294) P=.069	.1231 (.294) P=.017	.1522 (.294) P=.004	-.0203 (.293) P=.365	.1212 (.294) P=.019	.0703 (.292) P=.115
P282Q23 Introvert/ Extrovert	.0709 (.293) P=.113	.1398 (.293) P=.008	.0699 (.294) P=.116	.0966 (.294) P=.046	-.0061 (.294) P=.459	.1106 (.294) P=.029	.0701 (.294) P=.115	.1101 (.294) P=.030	.1713 (.293) P=.002	.1393 (.294) P=.008	.1736 (.292) P=.001
P282Q24 Unintelligent/ Intelligent	.0940 (.293) P=.054	.1419 (.293) P=.008	.0684 (.294) P=.121	.0730 (.294) P=.106	-.0268 (.294) P=.324	.0722 (.294) P=.109	.0990 (.294) P=.045	.0963 (.294) P=.050	.1021 (.293) P=.041	.1596 (.294) P=.003	.1656 (.292) P=.002
P282Q25 Feminine/ Masculine	.0669 (.293) P=.127	.1025 (.293) P=.040	.0730 (.294) P=.106	.0733 (.294) P=.105	.0130 (.294) P=.412	.0074 (.294) P=.450	.0083 (.294) P=.444	.0362 (.294) P=.268	.0973 (.293) P=.048	.0678 (.294) P=.123	.0883 (.292) P=.066
P282Q26 Indecisive/ Decisive	.1511 (.293) P=.005	.0113 (.293) P=.423	.0021 (.294) P=.486	.0012 (.294) P=.492	-.0085 (.294) P=.442	.0358 (.294) P=.271	.0015 (.294) P=.490	.0216 (.294) P=.356	.0217 (.293) P=.356	.0135 (.294) P=.409	.0839 (.292) P=.076
P282Q27 Inert/ Active	.0569 (.293) P=.166	.1899 (.293) P=.001	.2006 (.294) P=.000	.0334 (.294) P=.284	.0013 (.294) P=.491	.0468 (.294) P=.212	.1883 (.294) P=.001	.1749 (.294) P=.001	.1874 (.293) P=.002	.1769 (.294) P=.001	.1943 (.292) P=.000
P282Q28 Incapable/ Capable	.1053 (.293) P=.036	.1826 (.293) P=.001	.2075 (.294) P=.000	.0722 (.294) P=.109	.0815 (.294) P=.082	.1208 (.294) P=.019	.1835 (.294) P=.061	.2353 (.294) P=.000	.1920 (.293) P=.005	.1958 (.294) P=.000	.2131 (.292) P=.000
P282Q29 Unhealthy/ Healthy	.1212 (.293) P=.019	.1693 (.293) P=.002	.2235 (.294) P=.000	.1105 (.294) P=.029	.0271 (.294) P=.322	.1201 (.294) P=.020	.1993 (.294) P=.000	.2394 (.294) P=.000	.2307 (.293) P=.000	.1912 (.294) P=.000	.1715 (.292) P=.002
P282Q30 Undisciplined/ Disciplined	.0352 (.293) P=.306	.0352 (.293) P=.274	.1866 (.294) P=.001	.0133 (.294) P=.410	.0281 (.294) P=.316	.0310 (.294) P=.298	.0569 (.294) P=.165	.1052 (.294) P=.036	.0937 (.293) P=.055	.1308 (.294) P=.012	.0597 (.292) P=.172
P282Q31 Unattractive/ Attractive	.0572 (.293) P=.165	.1690 (.293) P=.002	.1582 (.294) P=.001	.0797 (.294) P=.086	.0278 (.294) P=.317	.0634 (.294) P=.139	.1281 (.294) P=.014	.1933 (.294) P=.000	.1756 (.293) P=.001	.1501 (.294) P=.005	.1893 (.292) P=.001

TABLE 32 (Cont'd)

	P182Q43	P182Q44	P182Q45	P182Q46	P182Q47	P182Q48	P182Q49	P182Q50	P182Q51	P182Q52	P282Q28	P282Q29	P282Q30	P282Q31
P282Q17	.1155 (.294) P=.024	.1467 (.294) P=.006	.1755 (.293) P=.001	.0772 (.293) P=.093	.1402 (.293) P=.008	.0640 (.293) P=.137	.1022 (.294) P=.040	.0533 (.294) P=.181	.1059 (.293) P=.035	.1686 (.294) P=.002	.1897 (.294) P=.000	.2408 (.294) P=.000	.1642 (.294) P=.002	.1936 (.294) P=.000
P282Q18	.2107 (.294) P=.000	.1354 (.294) P=.010	.1148 (.293) P=.025	.0614 (.294) P=.147	.0875 (.293) P=.068	.0926 (.293) P=.057	.0394 (.294) P=.250	.1313 (.294) P=.012	.2210 (.293) P=.000	.0017 (.294) P=.488	.4017 (.294) P=.000	.4454 (.294) P=.000	.2966 (.294) P=.000	.1532 (.294) P=.000
P282Q19	.2772 (.294) P=.000	.2773 (.294) P=.000	.1156 (.293) P=.024	.1783 (.294) P=.001	.1033 (.293) P=.039	.0971 (.293) P=.049	.1534 (.294) P=.004	.1713 (.294) P=.002	.2389 (.293) P=.000	.0883 (.294) P=.065	.3085 (.294) P=.000	.2990 (.294) P=.000	.1459 (.294) P=.006	.2538 (.294) P=.000
P282Q20	.2073 (.294) P=.000	.1308 (.294) P=.012	.1409 (.293) P=.008	.0382 (.294) P=.257	.1001 (.293) P=.044	.1028 (.293) P=.039	.0292 (.294) P=.309	.0971 (.294) P=.048	.1846 (.293) P=.001	.0874 (.294) P=.067	.4602 (.294) P=.000	.2789 (.294) P=.000	.4172 (.294) P=.000	.3167 (.294) P=.000
P282Q21	.0552 (.294) P=.173	.0765 (.294) P=.096	.0655 (.293) P=.132	.0929 (.294) P=.056	.1000 (.293) P=.044	.0460 (.293) P=.216	-.0579 (.294) P=.161	-.0374 (.294) P=.261	.0279 (.293) P=.317	.0483 (.294) P=.205	.4181 (.294) P=.000	.2855 (.294) P=.000	.2303 (.294) P=.000	.1927 (.294) P=.000
P282Q22	.1360 (.294) P=.010	.1208 (.294) P=.019	.0936 (.293) P=.055	.0401 (.294) P=.247	.0977 (.293) P=.047	.1040 (.293) P=.038	.0299 (.294) P=.305	.0875 (.294) P=.067	.1171 (.293) P=.023	.1212 (.294) P=.019	.4365 (.294) P=.000	.2259 (.294) P=.000	.2232 (.294) P=.000	.3441 (.294) P=.000
P282Q23	.0681 (.294) P=.122	.0526 (.294) P=.184	.0945 (.293) P=.053	.1121 (.294) P=.027	.1107 (.293) P=.013	.1886 (.293) P=.001	-.0172 (.294) P=.384	.0757 (.294) P=.098	.0575 (.293) P=.163	.1024 (.294) P=.040	.2188 (.294) P=.000	.1083 (.294) P=.032	.0645 (.294) P=.135	.2005 (.294) P=.000
P282Q24	.1476 (.294) P=.006	.1085 (.294) P=.032	.1271 (.293) P=.015	.0701 (.294) P=.115	.0461 (.293) P=.216	.1244 (.293) P=.017	.0294 (.294) P=.308	.1014 (.294) P=.041	.0441 (.293) P=.226	.0859 (.294) P=.071	.4257 (.294) P=.000	.2132 (.294) P=.000	.1325 (.294) P=.012	.2416 (.294) P=.000
P282Q25	.0653 (.294) P=.132	.0861 (.294) P=.458	.1319 (.293) P=.012	-.0107 (.294) P=.428	.0833 (.293) P=.077	.0444 (.293) P=.225	.0522 (.294) P=.186	-.0636 (.294) P=.139	-.0018 (.293) P=.488	-.0413 (.294) P=.240	-.0193 (.294) P=.371	.0926 (.294) P=.057	-.0051 (.294) P=.465	-.0770 (.294) P=.094
P282Q26	.0274 (.294) P=.320	.0442 (.294) P=.225	.1110 (.293) P=.029	.0993 (.294) P=.045	.1437 (.293) P=.007	.1456 (.293) P=.006	.0487 (.294) P=.203	.0252 (.294) P=.333	.0009 (.293) P=.494	.0716 (.294) P=.110	.2937 (.294) P=.000	.2530 (.294) P=.000	.2134 (.294) P=.000	.1778 (.294) P=.001
P282Q27	.1813 (.294) P=.001	.2501 (.294) P=.000	.1088 (.293) P=.031	.0835 (.294) P=.077	.0492 (.293) P=.201	.0695 (.293) P=.118	.1367 (.294) P=.010	.1635 (.294) P=.002	.1318 (.293) P=.012	.2081 (.294) P=.000	.5594 (.294) P=.000	.3870 (.294) P=.000	.4312 (.294) P=.000	.3202 (.294) P=.000
P282Q28	.1635 (.294) P=.002	.1810 (.294) P=.001	.1188 (.293) P=.021	.1199 (.294) P=.020	.1302 (.293) P=.013	.2367 (.293) P=.000	.0712 (.294) P=.112	.1426 (.294) P=.007	.1559 (.293) P=.004	.1276 (.294) P=.014	1.0000 (.294) P=.000	.4549 (.294) P=.000	.4029 (.294) P=.000	.3211 (.294) P=.000
P282Q29	.2381 (.294) P=.000	.2042 (.294) P=.000	.1766 (.293) P=.001	.1930 (.294) P=.000	.1797 (.293) P=.001	.2676 (.293) P=.000	.2035 (.294) P=.000	.1409 (.294) P=.008	.2690 (.293) P=.000	.1312 (.294) P=.012	.4549 (.294) P=.000	1.0000 (.294) P=.000	.3806 (.294) P=.000	.3760 (.294) P=.000
P282Q30	.1526 (.294) P=.005	.1005 (.294) P=.043	.2045 (.293) P=.000	.0338 (.294) P=.282	.1011 (.293) P=.042	.0800 (.293) P=.086	.0582 (.294) P=.160	.0693 (.294) P=.118	.0905 (.293) P=.061	.1316 (.294) P=.012	.4029 (.294) P=.000	.1806 (.294) P=.000	.1.0000 (.294) P=.000	.2885 (.294) P=.000
P282Q31	.1489 (.294) P=.005	.1278 (.294) P=.014	.2287 (.293) P=.000	.0826 (.294) P=.079	.1311 (.293) P=.012	.2001 (.293) P=.000	.0597 (.294) P=.154	.1389 (.294) P=.009	.1097 (.293) P=.030	.2324 (.294) P=.000	.3211 (.294) P=.000	.1760 (.294) P=.000	.2885 (.294) P=.000	1.0000 (.294) P=.000



**APPENDIX D**  
**TABLE 33**  
**INTERCORRELATIONS AMONG CANDIDATE**  
**SEMANTIC DIFFERENTIAL ITEMS**

**TABLE 33**  
**INTERCORRELATIONS AMONG SEMANTIC**  
**DIFFERENTIAL ITEMS**

INTERCORRELATIONS AMONG SEMANTIC DIFFERENTIAL ITEMS (Q. 21-52)											
----- PEARSON CORRELATION COEFFICIENTS -----											
	PIS2Q21	PIS2Q22	PIS2Q23	PIS2Q24	PIS2Q25	PIS2Q26	PIS2Q27	PIS2Q28	PIS2Q29	PIS2Q30	PIS2Q31
PIS2Q21 Inferior/ Superior P = .	1.0000 ( 293) P = .	.3816 ( 292) P = .000	.1603 ( 293) P = .003	.2411 ( 293) P = .000	.3197 ( 293) P = .000	.2519 ( 293) P = .000	.4209 ( 293) P = .000	.2367 ( 293) P = .000	.4237 ( 293) P = .000	.3550 ( 293) P = .000	.1081 ( 293) P = .032
PIS2Q22 Weak/ Strong P = .000	.3816 ( 292) P = .	1.0000 ( 292) P = .	.2378 ( 292) P = .000	.1432 ( 292) P = .007	.1737 ( 292) P = .001	.2708 ( 292) P = .000	.4387 ( 292) P = .000	.1086 ( 292) P = .032	.4877 ( 292) P = .000	.4463 ( 292) P = .000	.0200 ( 292) P = .367
PIS2Q23 Unfriendly/ Friendly P = .003	.1603 ( 293) P = .003	.2378 ( 292) P = .000	1.0000 ( 295) P = .	.2011 ( 295) P = .000	.2145 ( 295) P = .000	.1834 ( 295) P = .001	.2257 ( 295) P = .000	.0881 ( 295) P = .066	.2083 ( 295) P = .000	.3041 ( 295) P = .000	.0310 ( 295) P = .298
PIS2Q24 Sluggish/ Energetic P = .000	.2411 ( 293) P = .000	.1432 ( 292) P = .007	.2011 ( 295) P = .000	1.0000 ( 295) P = .	.2489 ( 295) P = .000	.2033 ( 295) P = .000	.4070 ( 295) P = .000	.4911 ( 295) P = .000	.2457 ( 295) P = .000	.2869 ( 295) P = .000	.3040 ( 295) P = .000
PIS2Q25 Rigid/ Flexible P = .000	.3197 ( 293) P = .000	.1737 ( 292) P = .001	.2145 ( 295) P = .000	.2489 ( 295) P = .000	1.0000 ( 295) P = .	.2547 ( 295) P = .000	.2945 ( 295) P = .000	.2558 ( 295) P = .000	.2972 ( 295) P = .000	.2931 ( 295) P = .000	.1517 ( 295) P = .005
PIS2Q26 Careless/ Careful P = .000	.2519 ( 293) P = .000	.2708 ( 292) P = .000	.1834 ( 295) P = .001	.2033 ( 295) P = .000	.2547 ( 295) P = .000	1.0000 ( 295) P = .	.3588 ( 295) P = .000	.1930 ( 295) P = .000	.4383 ( 295) P = .000	.3425 ( 295) P = .000	.1406 ( 295) P = .008
PIS2Q27 Unmotiv'd/ Motivated P = .000	.4209 ( 293) P = .000	.4387 ( 292) P = .000	.2257 ( 295) P = .000	.4070 ( 295) P = .000	.2945 ( 295) P = .000	.3588 ( 295) P = .000	1.0000 ( 295) P = .	.3622 ( 295) P = .000	.5943 ( 295) P = .000	.5232 ( 295) P = .000	.1636 ( 295) P = .002
PIS2Q28 Passive/ Active P = .000	.2367 ( 293) P = .000	.1086 ( 292) P = .032	.0881 ( 295) P = .066	.4911 ( 295) P = .000	.2558 ( 295) P = .000	.1930 ( 295) P = .000	.3622 ( 295) P = .000	1.0000 ( 295) P = .	.2802 ( 295) P = .000	.3238 ( 295) P = .000	.3436 ( 295) P = .000

TABLE 33 (Cont'd)

INTERCORRELATIONS AMONG SEMANTIC DIFFERENTIAL ITEMS, p. 2											
(Q. 21-52)											
----- PEARSON CORRELATION COEFFICIENTS -----											
	P1S2Q21	P1S2Q22	P1S2Q23	P1S2Q24	P1S2Q25	P1S2Q26	P1S2Q27	P1S2Q28	P1S2Q29	P1S2Q30	P1S2Q31
P1S2Q29	.4237	.4877	.2083	.2457	.2972	.4383	.5943	.2802	1.0000	.5742	.1091
Unsuccess/ Success'I	(.293) P=.000	(.292) P=.000	(.295) P=.000	(.295) P=.000	(.295) P=.000	(.295) P=.000	(.295) P=.000	(.295) P=.000	(.295) P=.	(.295) P=.000	(.295) P=.031
P1S2Q30	.3550	.4463	.3041	.2869	.2931	.3425	.5232	.3238	.5742	1.0000	.1971
Unintell./ Intelligent	(.293) P=.000	(.292) P=.000	(.295) P=.000	(.295) P=.000	(.295) P=.000	(.295) P=.000	(.295) P=.000	(.295) P=.000	(.295) P=.000	(.295) P=.	(.295) P=.000
P1S2Q31	.1081	.0200	.0310	.3040	.1517	.1406	.1636	.3436	.1091	.1921	1.0000
Introvert/ Extrovert	(.293) P=.032	(.292) P=.367	(.295) P=.298	(.295) P=.000	(.295) P=.005	(.295) P=.008	(.295) P=.002	(.295) P=.000	(.295) P=.031	(.295) P=.000	(.295) P=.
P1S2Q32	.2797	.2962	.2808	.2767	.2600	.3697	.3463	.2764	.3193	.2750	.2419
Inattent./ Attentive	(.292) P=.000	(.291) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.000
P1S2Q33	.2045	.0926	.3633	.1978	.3595	.3562	.2958	.2569	.3458	.2696	.1822
Uncooper./ Cooperative	(.292) P=.000	(.291) P=.058	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.001
P1S2Q34	.2866	.4405	.3160	.2695	.3348	.4191	.4551	.2840	.5817	.5768	.1394
Unproduct./ Productive	(.293) P=.000	(.292) P=.000	(.295) P=.000	(.295) P=.000	(.295) P=.000	(.295) P=.000	(.295) P=.000	(.295) P=.000	(.295) P=.000	(.295) P=.000	(.295) P=.003
P1S2Q35	.3951	.4137	.2296	.2184	.1947	.3624	.4162	.2202	.4392	.4417	.1996
Inartic./ Articulate	(.293) P=.000	(.292) P=.000	(.295) P=.000	(.295) P=.000	(.295) P=.000	(.295) P=.000	(.295) P=.000	(.295) P=.000	(.295) P=.000	(.295) P=.000	(.295) P=.000
P1S2Q36	.0016	.0644	-.0448	.1012	-.1453	-.0470	.0507	.1057	-.0249	.0337	.0527
Feminine/ Masculine	(.293) P=.489	(.292) P=.136	(.295) P=.222	(.295) P=.041	(.295) P=.006	(.295) P=.211	(.295) P=.193	(.295) P=.035	(.295) P=.335	(.295) P=.282	(.295) P=.184

TABLE 33 (Cont'd)

INTERCORRELATIONS AMONG SEMANTIC DIFFERENTIAL ITEMS, p. 3 (Q. 21-52)											
	P E A R S O N C O R R E L A T I O N C O E F F I C I E N T S										
	P1S2Q21	P1S2Q22	P1S2Q23	P1S2Q24	P1S2Q25	P1S2Q26	P1S2Q27	P1S2Q28	P1S2Q29	P1S2Q30	P1S2Q31
P1S2Q37 Indecisive/ Decisive	.3372 ( .293) P= .000	.3341 ( .292) P= .000	.1535 ( .295) P= .004	.3182 ( .295) P= .000	.3049 ( .295) P= .000	.3110 ( .295) P= .000	.4433 ( .295) P= .000	.3320 ( .295) P= .000	.3571 ( .295) P= .000	.3685 ( .295) P= .000	.1628 ( .295) P= .003
P1S2Q38 Incapable/ Capable	.3652 ( .293) P= .000	.5346 ( .292) P= .000	.3094 ( .295) P= .000	.2277 ( .295) P= .000	.3114 ( .295) P= .000	.4107 ( .295) P= .000	.4902 ( .295) P= .000	.2650 ( .295) P= .000	.6311 ( .295) P= .000	.5740 ( .295) P= .000	.2043 ( .295) P= .000
P1S2Q39 Uneducated/ Educated	.2562 ( .293) P= .000	.3371 ( .292) P= .000	.2114 ( .295) P= .000	.2193 ( .295) P= .000	.2408 ( .295) P= .000	.2394 ( .295) P= .000	.4389 ( .295) P= .000	.2598 ( .295) P= .000	.4167 ( .295) P= .000	.6021 ( .295) P= .000	.1725 ( .295) P= .001
P1S2Q40 Dishonest/ Honest	.1742 ( .292) P= .001	.1264 ( .291) P= .016	.2470 ( .294) P= .000	.1529 ( .294) P= .004	.3085 ( .294) P= .000	.3313 ( .294) P= .000	.1536 ( .294) P= .004	.1748 ( .294) P= .001	.2599 ( .294) P= .000	.2416 ( .294) P= .000	.1200 ( .294) P= .020
P1S2Q41 Lazy/ Hard-Working	.4194 ( .293) P= .000	.3896 ( .292) P= .000	.2801 ( .295) P= .000	.2682 ( .295) P= .000	.3153 ( .295) P= .000	.3769 ( .295) P= .000	.5268 ( .295) P= .000	.2960 ( .295) P= .000	.5266 ( .295) P= .000	.4884 ( .295) P= .000	.1574 ( .295) P= .003
P1S2Q42 Untrustw'y Trustworthy	.2135 ( .291) P= .000	.2004 ( .290) P= .000	.2316 ( .293) P= .000	.1304 ( .293) P= .013	.3427 ( .293) P= .000	.4102 ( .293) P= .000	.2712 ( .293) P= .000	.2094 ( .293) P= .000	.3855 ( .293) P= .000	.2849 ( .293) P= .000	.1656 ( .293) P= .002
P1S2Q43 Unambitious/ Ambitious	.4231 ( .293) P= .000	.4377 ( .292) P= .000	.2222 ( .295) P= .000	.2669 ( .295) P= .000	.2529 ( .295) P= .000	.3072 ( .295) P= .000	.55 .8 ( .295) P= .000	.2880 ( .295) P= .000	.5453 ( .295) P= .000	.5159 ( .295) P= .000	.1928 ( .295) P= .000
P1S2Q44 Immature/ Mature	.2797 ( .293) P= .000	.4390 ( .292) P= .000	.2685 ( .295) P= .000	.1787 ( .295) P= .001	.2397 ( .295) P= .000	.4827 ( .295) P= .000	.3773 ( .295) P= .000	.2818 ( .295) P= .000	.4752 ( .295) P= .000	.5271 ( .295) P= .000	.1626 ( .295) P= .003

TABLE 33 (Cont'd)

## INTERCORRELATIONS AMONG SEMANTIC DIFFERENTIAL ITEMS, p. 4

(Q. 21-52)

P E A R S O N C O R R E L A T I O N C O E F F I C I E N T S												
	P1S2Q21	P1S2Q22	P1S2Q23	P1S2Q24	P1S2Q25	P1S2Q26	P1S2Q27	P1S2Q28	P1S2Q29	P1S2Q30	P1S2Q31	
P1S2Q45	.3261	.0445	.2036	.3433	.2199	.1470	.2263	.2114	.1368	.1569	.2343	
Unpopular/ Popular	(.292) P= .000	(.291) P= .225	(.294) P= .000	(.294) P= .000	(.294) P= .000	(.294) P= .006	(.294) P= .000	(.294) P= .000	(.294) P= .009	(.294) P= .004	(.294) P= .000	
P1S2Q46	.2511	.3264	.1393	.1400	.2183	.4270	.1918	.0853	.3384	.3534	.1699	
Messy/ Neat	(.293) P= .000	(.292) P= .000	(.295) P= .008	(.295) P= .008	(.295) P= .000	(.295) P= .000	(.295) P= .000	(.295) P= .072	(.295) P= .000	(.295) P= .000	(.295) P= .002	
P1S2Q47	.3016	.2362	.3227	.3218	.2499	.1788	.2650	.2361	.3088	.2316	.2166	
Unhappy/ Happy	(.292) P= .000	(.291) P= .000	(.294) P= .000	(.294) P= .000	(.294) P= .000	(.294) P= .001	(.294) P= .000	(.294) P= .000	(.294) P= .000	(.294) P= .000	(.294) P= .000	
P1S2Q48	.2817	.2845	.1718	.1988	.2561	.1995	.2398	.1679	.2749	.2578	.2428	
Unhealthy/ Healthy	(.292) P= .000	(.291) P= .000	(.294) P= .002	(.294) P= .000	(.294) P= .000	(.294) P= .000	(.294) P= .000	(.294) P= .002	(.294) P= .000	(.294) P= .000	(.294) P= .000	
P1S2Q49	.3064	.5165	.2718	.1636	.1424	.3184	.3338	.1698	.4485	.4060	.0840	
Insecure/ Secure	(.293) P= .000	(.292) P= .000	(.295) P= .000	(.295) P= .002	(.295) P= .007	(.295) P= .000	(.295) P= .000	(.295) P= .002	(.295) P= .000	(.295) P= .000	(.295) P= .075	
P1S2Q50	.2705	.4083	.1571	.1251	.2192	.4506	.4095	.1707	.4976	.4171	.1358	
Undiscipl'd/ Disciplined	(.293) P= .000	(.292) P= .000	(.295) P= .003	(.295) P= .016	(.295) P= .000	(.295) P= .000	(.295) P= .000	(.295) P= .002	(.295) P= .000	(.295) P= .000	(.295) P= .010	
P1S2Q51	.4463	.3624	.1431	.3644	.2768	.2108	.4526	.2299	.4002	.3480	.1682	
Unsure/ Confident	(.292) P= .000	(.291) P= .000	(.294) P= .007	(.294) P= .000	(.294) P= .000	(.294) P= .000	(.294) P= .000	(.294) P= .000	(.294) P= .000	(.294) P= .000	(.294) P= .002	
P1S2Q52	.3765	.0932	.1838	.2276	.2222	.1246	.1851	.2632	.1387	.1869	.1193	
Unattract./ Attractive	(.293) P= .000	(.292) P= .056	(.295) P= .001	(.295) P= .000	(.295) P= .000	(.295) P= .016	(.295) P= .001	(.295) P= .000	(.295) P= .009	(.295) P= .001	(.295) P= .020	

TABLE 33 (Cont'd)

INTERCORRELATIONS AMONG SEMANTIC DIFFERENTIAL ITEMS, p. 5 (Q. 21-52)											
----- PEARSON CORRELATION COEFFICIENTS -----											
	P1S2Q32	P1S2Q33	P1S2Q34	P1S2Q35	P1S2Q36	P1S2Q37	P1S2Q38	P1S2Q39	P1S2Q40	P1S2Q41	P1S2Q42
P1S2Q21 Inferior/ Superior	.2797 (.292) P=.000	.2045 (.292) P=.000	.2866 (.293) P=.000	.3951 (.293) P=.000	.0016 (.293) P=.489	.3372 (.293) P=.000	.3652 (.293) P=.000	.2562 (.293) P=.000	.1742 (.292) P=.001	.4194 (.293) P=.000	.2135 (.291) P=.000
P1S2Q22 Weak/ Strong	.2962 (.291) P=.000	.0926 (.291) P=.058	.4405 (.292) P=.000	.4137 (.292) P=.000	.0644 (.292) P=.136	.3341 (.292) P=.000	.5346 (.292) P=.000	.3371 (.292) P=.000	.1264 (.291) P=.016	.3896 (.292) P=.000	.2004 (.290) P=.000
P1S2Q23 Unfriendly/ Friendly	.2808 (.294) P=.000	.3633 (.294) P=.000	.3160 (.295) P=.000	.2296 (.295) P=.000	-.0448 (.295) P=.222	.1535 (.295) P=.004	.3094 (.295) P=.000	.2114 (.295) P=.000	.2470 (.294) P=.000	.2801 (.295) P=.000	.2316 (.293) P=.000
P1S2Q24 Sluggish/ Energetic	.2767 (.294) P=.000	.1978 (.294) P=.000	.2695 (.295) P=.000	.2184 (.295) P=.000	.1012 (.295) P=.041	.3182 (.295) P=.000	.2277 (.295) P=.000	.2193 (.295) P=.000	.1529 (.294) P=.004	.2682 (.295) P=.000	.1304 (.293) P=.013
P1S2Q25 Rigid/ Flexible	.2600 (.294) P=.000	.3595 (.294) P=.000	.3348 (.295) P=.000	.1947 (.295) P=.000	-.1453 (.295) P=.006	.3049 (.295) P=.000	.3114 (.295) P=.000	.2408 (.295) P=.000	.3085 (.294) P=.000	.3153 (.295) P=.000	.3427 (.293) P=.000
P1S2Q26 Careless/ Careful	.3697 (.294) P=.000	.3562 (.294) P=.000	.4191 (.295) P=.000	.3624 (.295) P=.000	-.0470 (.295) P=.211	.3110 (.295) P=.000	.4107 (.295) P=.000	.2394 (.295) P=.000	.3313 (.294) P=.000	.3769 (.295) P=.000	.4102 (.293) P=.000
P1S2Q27 Unmotivated/ Motivated	.3463 (.294) P=.000	.2958 (.294) P=.000	.4551 (.295) P=.000	.4162 (.295) P=.000	.0507 (.295) P=.193	.4433 (.295) P=.000	.4902 (.295) P=.000	.4389 (.295) P=.000	.1536 (.294) P=.004	.5268 (.295) P=.000	.2712 (.293) P=.000
P1S2Q28 Passive/ Active	.2764 (.294) P=.000	.2569 (.294) P=.000	.2840 (.295) P=.000	.2202 (.295) P=.000	.1057 (.295) P=.035	.3320 (.295) P=.000	.2650 (.295) P=.000	.2598 (.295) P=.000	.1748 (.294) P=.001	.2960 (.295) P=.000	.2094 (.293) P=.000

TABLE 33 (Cont'd)

INTERCORRELATIONS AMONG SEMANTIC DIFFERENTIAL ITEMS, p. 6  
(Q. 21-52)

----- PEARSON CORRELATION COEFFICIENTS -----											
P1S2Q29	.3193	.3458	.5817	.4392	-.0249	.3571	.6311	.4167	.2599	.5266	.3855
Unsuccessful/	( 294)	( 294)	( 295)	( 295)	( 295)	( 295)	( 295)	( 295)	( 294)	( 295)	( 293)
Successful	P= .000	P= .000	P= .000	P= .000	P= .335	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000
P1S2Q30	.2750	.2696	.5768	.4417	.0337	.3685	.5740	.6021	.2416	.4884	.2849
Unintell./	( 294)	( 294)	( 295)	( 295)	( 295)	( 295)	( 295)	( 295)	( 294)	( 295)	( 293)
Intelligent	P= .000	P= .000	P= .000	P= .000	P= .282	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000
P1S2Q31	.2419	.1822	.1394	.1996	.0527	.1628	.2043	.1725	.1200	.1574	.1656
Introvert/	( 294)	( 294)	( 295)	( 295)	( 295)	( 295)	( 295)	( 295)	( 294)	( 295)	( 293)
Extrovert	P= .000	P= .001	P= .008	P= .000	P= .184	P= .003	P= .000	P= .001	P= .020	P= .003	P= .002
P1S2Q32	1.0000	.3525	.3049	.2719	-.0110	.3395	.3287	.2223	.3204	.2973	.3359
Inattentive/	( 294)	( 293)	( 294)	( 294)	( 294)	( 294)	( 294)	( 294)	( 293)	( 294)	( 292)
Attentive	P= .	P= .000	P= .000	P= .000	P= .426	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000
P1S2Q33	.3525	1.0000	.5295	.2914	-.1145	.1829	.3600	.2245	.4032	.3293	.5054
Uncooper./	( 293)	( 294)	( 294)	( 294)	( 294)	( 294)	( 294)	( 294)	( 293)	( 294)	( 292)
Cooperative	P= .000	P= .	P= .000	P= .000	P= .025	P= .001	P= .000	P= .000	P= .000	P= .000	P= .000
P1S2Q34	.3049	.5295	1.0000	.3775	-.0396	.3497	.6473	.4861	.3454	.5211	.4533
Unproductive/	( 294)	( 294)	( 295)	( 295)	( 295)	( 295)	( 295)	( 295)	( 294)	( 295)	( 293)
Productive	P= .000	P= .000	P= .	P= .000	P= .249	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000
P1S2Q35	.2719	.2914	.3775	1.0000	.0215	.3535	.4671	.3174	.2166	.3741	.2510
Inartic./	( 294)	( 294)	( 295)	( 295)	( 295)	( 295)	( 295)	( 295)	( 294)	( 295)	( 293)
Articulate	P= .000	P= .000	P= .000	P= .	P= .357	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000
P1S2Q36	-.0110	-.1145	-.0396	.0215	1.0000	-.0433	-.0416	.0609	-.1060	.0159	-.0777
Feminine/	( 294)	( 294)	( 295)	( 295)	( 295)	( 295)	( 295)	( 295)	( 294)	( 295)	( 293)
Masculine	P= .426	P= .025	P= .249	P= .357	P= .	P= .229	P= .239	P= .148	P= .035	P= .393	P= .092

TABLE 33 (Cont'd)

INTERCORRELATIONS AMONG SEMANTIC DIFFERENTIAL ITEMS, p. 7 (Q. 21-52)											
P E A R S O N C O R R E L A T I O N C O E F F I C I E N T S											
	P1S2Q32	P1S2Q33	P1S2Q34	P1S2Q35	P1S2Q36	P1S2Q37	P1S2Q38	P1S2Q39	P1S2Q40	P1S2Q41	P1S2Q42
P1S2Q37 Indecisive/ Decisive	.3395 ( .294) P = .000	.1829 ( .294) P = .001	.3497 ( .295) P = .000	.3535 ( .295) P = .000	-.0433 ( .295) P = .229	1.0000 ( .295) P = .	.4347 ( .295) P = .000	.3055 ( .295) P = .000	.2589 ( .294) P = .000	.4354 ( .295) P = .000	.2840 ( .293) P = .000
P1S2Q38 Incapable/ Capable	.3287 ( .294) P = .000	.3600 ( .294) P = .000	.6473 ( .295) P = .000	.4671 ( .295) P = .000	-.0416 ( .295) P = .239	.4347 ( .295) P = .000	1.0000 ( .295) P = .	.5617 ( .295) P = .000	.3642 ( .294) P = .000	.5717 ( .295) P = .000	.4940 ( .293) P = .000
P1S2Q39 Uneducated/ Educated	.2223 ( .294) P = .000	.2245 ( .294) P = .000	.4861 ( .295) P = .000	.3174 ( .295) P = .000	.0609 ( .295) P = .148	.3055 ( .295) P = .000	.5617 ( .295) P = .000	1.0000 ( .295) P = .	.2835 ( .294) P = .000	.4822 ( .295) P = .000	.3667 ( .293) P = .000
P1S2Q40 Dishonest/ Honest	.3204 ( .293) P = .000	.4032 ( .293) P = .000	.3454 ( .294) P = .000	.2166 ( .294) P = .000	-.1060 ( .294) P = .035	.2589 ( .294) P = .000	.3642 ( .294) P = .000	.2835 ( .294) P = .000	1.0000 ( .294) P = .	.4805 ( .294) P = .000	.6543 ( .293) P = .000
P1S2Q41 Lazy/Hard- Working	.2973 ( .294) P = .000	.3293 ( .294) P = .000	.5211 ( .295) P = .000	.3741 ( .295) P = .000	.0159 ( .295) P = .393	.4354 ( .295) P = .000	.5717 ( .295) P = .000	.4822 ( .295) P = .000	.4805 ( .294) P = .000	1.0000 ( .295) P = .	.5276 ( .293) P = .000
P1S2Q42 Untrustw'y Trustworthy	.3359 ( .292) P = .000	.5054 ( .292) P = .000	.4533 ( .293) P = .000	.2510 ( .293) P = .000	-.0777 ( .293) P = .092	.2840 ( .293) P = .000	.4940 ( .293) P = .000	.3667 ( .293) P = .000	.6543 ( .293) P = .000	.5276 ( .293) P = .000	1.0000 ( .293) P = .
P1S2Q43 Unambitious Ambitious	.3395 ( .294) P = .000	.2826 ( .294) P = .000	.4797 ( .295) P = .000	.4462 ( .295) P = .000	.0232 ( .295) P = .346	.4148 ( .295) P = .000	.5786 ( .295) P = .000	.4893 ( .295) P = .000	.3019 ( .294) P = .000	.6681 ( .295) P = .000	.3920 ( .293) P = .000
P1S2Q44 Immature/ Mature	.3658 ( .294) P = .000	.3560 ( .294) P = .000	.5440 ( .295) P = .000	.3486 ( .295) P = .000	-.0488 ( .295) P = .202	.3164 ( .295) P = .000	.6048 ( .295) P = .000	.4849 ( .295) P = .000	.3381 ( .294) P = .000	.5605 ( .295) P = .000	.4843 ( .293) P = .000



TABLE 33 (Cont'd)

INTERCORRELATIONS AMONG SEMANTIC DIFFERENTIAL ITEMS, p. 8 (Q. 21-52)												
P E A R S O N C O R R E L A T I O N C O E F F I C I E N T S												
	P1S2Q32	P1S2Q33	P1S2Q34	P1S2Q35	P1S2Q36	P1S2Q37	P1S2Q38	P1S2Q39	P1S2Q40	P1S2Q41	P1S2Q42	
P1S2Q45	.1820	.1964	.1633	.2728	.0518	.2268	.1812	.2094	.3574	.3000	.2439	
Unpopular/ Popular	(.293) P=.001	(.293) P=.000	(.294) P=.002	(.294) P=.000	(.294) P=.188	(.294) P=.000	(.294) P=.001	(.294) P=.000	(.293) P=.000	(.294) P=.000	(.293) P=.000	
P1S2Q46	.2035	.2411	.3896	.3254	.0281	.2338	.4033	.3456	.3420	.3057	.3678	
Messy/ Neat	(.294) P=.000	(.294) P=.000	(.295) P=.000	(.295) P=.000	(.295) P=.315	(.295) P=.000	(.295) P=.000	(.295) P=.000	(.294) P=.000	(.295) P=.000	(.293) P=.000	
P1S2Q47	.3774	.2206	.1912	.2807	.1134	.3181	.2680	.2422	.3639	.3352	.3114	
Unhappy/ Happy	(.293) P=.000	(.293) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.026	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.293) P=.000	(.294) P=.000	(.293) P=.000	
P1S2Q48	.3318	.2364	.2318	.2972	.1348	.2770	.3405	.3054	.4090	.3955	.3791	
Unhealthy/ Healthy	(.293) P=.000	(.293) P=.000	(.294) P=.000	(.294) P=.000	(.294) P=.010	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.293) P=.000	(.294) P=.000	(.293) P=.000	
P1S2Q49	.3275	.2276	.3948	.3323	.0962	.2688	.5009	.2989	.2602	.3164	.2928	
Insecure/ Secure	(.294) P=.000	(.294) P=.000	(.295) P=.000	(.295) P=.000	(.295) P=.050	(.295) P=.000	(.295) P=.000	(.295) P=.000	(.294) P=.000	(.295) P=.000	(.293) P=.000	
P1S2Q50	.2355	.3216	.5118	.3962	-.0308	.2981	.6316	.4311	.3075	.4817	.4786	
Undiscipl'd/ Disciplined	(.294) P=.000	(.294) P=.000	(.295) P=.000	(.295) P=.000	(.295) P=.299	(.295) P=.000	(.295) P=.000	(.295) P=.000	(.294) P=.000	(.295) P=.000	(.293) P=.000	
P1S2Q51	.2356	.1623	.2954	.4122	.0546	.4696	.4175	.3359	.2445	.4238	.2036	
Unsure/ Confident	(.293) P=.000	(.293) P=.003	(.294) P=.000	(.294) P=.000	(.294) P=.176	(.294) P=.000	(.294) P=.000	(.294) P=.000	(.293) P=.000	(.294) P=.000	(.293) P=.000	
P1S2Q52	.1442	.2375	.1931	.2686	.1107	.1637	.1924	.2297	.2554	.2569	.2098	
Unattract./ Attractive	(.294) P=.007	(.294) P=.000	(.295) P=.000	(.295) P=.000	(.295) P=.029	(.295) P=.002	(.295) P=.000	(.295) P=.000	(.294) P=.000	(.295) P=.000	(.293) P=.000	

TABLE 33 (Cont'd)

INTERCORRELATIONS AMONG SEMANTIC DIFFERENTIAL ITEMS, p. 9  
(Q. 21-52)

	P E A R S O N C O R R E L A T I O N C O E F F I C I E N T S									
	PIS2Q43	PIS2Q44	PIS2Q45	PIS2Q46	PIS2Q47	PIS2Q48	PIS2Q49	PIS2Q50	PIS2Q51	PIS2Q52
PIS2Q21 Inferior/ Superior P= .000	.4231 ( .293) P= .000	.2797 ( .293) P= .000	.3261 ( .292) P= .000	.2511 ( .293) P= .000	.3016 ( .292) P= .000	.2817 ( .292) P= .000	.3064 ( .293) P= .000	.2705 ( .293) P= .000	.4463 ( .292) P= .000	.3765 ( .293) P= .000
PIS2Q22 Weak/ Strong P= .000	.4377 ( .292) P= .000	.4390 ( .292) P= .000	.0445 ( .291) P= .225	.3264 ( .292) P= .000	.2362 ( .291) P= .000	.2845 ( .291) P= .000	.5165 ( .292) P= .000	.4083 ( .292) P= .000	.3624 ( .291) P= .000	.0932 ( .292) P= .056
PIS2Q23 Unfriendly/ Friendly P= .000	.2222 ( .295) P= .000	.2685 ( .295) P= .000	.2036 ( .294) P= .000	.1393 ( .295) P= .008	.3227 ( .294) P= .000	.1718 ( .294) P= .002	.2718 ( .295) P= .000	.1571 ( .295) P= .003	.1431 ( .294) P= .007	.1838 ( .295) P= .001
PIS2Q24 Sluggish/ Energetic P= .000	.2669 ( .295) P= .000	.1787 ( .295) P= .001	.3433 ( .294) P= .000	.1400 ( .295) P= .008	.3218 ( .294) P= .000	.1988 ( .294) P= .000	.1636 ( .295) P= .002	.1251 ( .295) P= .016	.3644 ( .294) P= .000	.2276 ( .295) P= .000
PIS2Q25 Rigid/ Flexible P= .000	.2529 ( .295) P= .000	.2397 ( .295) P= .000	.2199 ( .294) P= .000	.2183 ( .295) P= .000	.2499 ( .294) P= .000	.2561 ( .294) P= .000	.1424 ( .295) P= .007	.2192 ( .295) P= .000	.2768 ( .294) P= .000	.2283 ( .295) P= .000
PIS2Q26 Careless/ Careful P= .000	.3072 ( .295) P= .000	.4827 ( .295) P= .000	.1470 ( .294) P= .006	.4270 ( .295) P= .000	.1788 ( .294) P= .001	.1995 ( .294) P= .000	.3184 ( .295) P= .000	.4506 ( .295) P= .000	.2108 ( .294) P= .000	.1246 ( .295) P= .016
PIS2Q27 Unmotiv'd Motivated P= .000	.5558 ( .295) P= .000	.3773 ( .295) P= .000	.2263 ( .294) P= .000	.1918 ( .295) P= .000	.2650 ( .294) P= .000	.2398 ( .294) P= .000	.3338 ( .295) P= .000	.4095 ( .295) P= .000	.4526 ( .294) P= .000	.1851 ( .295) P= .001
PIS2Q28 Passive/ Active P= .000	.2880 ( .295) P= .000	.2818 ( .295) P= .000	.2114 ( .294) P= .000	.0853 ( .295) P= .072	.2361 ( .294) P= .000	.1679 ( .294) P= .002	.1698 ( .295) P= .002	.1707 ( .295) P= .002	.2299 ( .294) P= .000	.2632 ( .295) P= .000

TABLE 33 (Cont'd)

INTERCORRELATIONS AMONG SEMANTIC DIFFERENTIAL ITEMS, p. 10 (Q. 21-52)												
----- PEARSON CORRELATION COEFFICIENTS -----												
P1S2Q3	P1S2Q4	P1S2Q5	P1S2Q6	P1S2Q7	P1S2Q8	P1S2Q9	P1S2Q50	P1S2Q51	P1S2Q52			
P1S2Q29	.5453	.4752	.1368	.3384	.3088	.2749	.4485	.4976	.4002	.1387		
Unsuccessful	( .295)	( .295)	( .294)	( .295)	( .294)	( .294)	( .295)	( .295)	( .294)	( .295)		
Successful	P= .000	P= .000	P= .009	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000	P= .009		
P1S2Q30	.5159	.5271	.1569	.3534	.2316	.2578	.4060	.4171	.3480	.1869		
Unintell./	( .295)	( .295)	( .294)	( .295)	( .294)	( .294)	( .295)	( .295)	( .294)	( .295)		
Intelligent	P= .000	P= .000	P= .004	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000	P= .001		
P1S2Q31	.1928	.1626	.2343	.1699	.2166	.2428	.0840	.1358	.1682	.1193		
Introvert/	( .295)	( .295)	( .294)	( .295)	( .294)	( .294)	( .295)	( .295)	( .294)	( .295)		
Extrovert	P= .000	P= .003	P= .000	P= .002	P= .000	P= .000	P= .075	P= .010	P= .002	P= .020		
P1S2Q32	.3395	.3658	.1820	.2035	.3774	.3318	.3275	.2355	.2356	.1442		
Inattentive/	( .294)	( .294)	( .293)	( .294)	( .293)	( .293)	( .294)	( .294)	( .293)	( .294)		
Attentive	P= .000	P= .000	P= .001	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000	P= .007		
P1S2Q33	.2826	.3560	.1964	.2411	.2206	.2364	.2276	.3216	.1623	.2375		
Uncooper./	( .294)	( .294)	( .293)	( .294)	( .293)	( .293)	( .294)	( .294)	( .293)	( .294)		
Cooperative	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000	P= .003	P= .000		
P1S2Q34	.4797	.5440	.1633	.3896	.1912	.2318	.3948	.5118	.2954	.1931		
Unproduct./	( .295)	( .295)	( .294)	( .295)	( .294)	( .294)	( .295)	( .295)	( .294)	( .295)		
Productive	P= .000	P= .000	P= .002	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000		
P1S2Q35	.4462	.3486	.2728	.3254	.2807	.2972	.3323	.3962	.4122	.2686		
Inartic./	( .295)	( .295)	( .294)	( .295)	( .294)	( .294)	( .295)	( .295)	( .294)	( .295)		
Articulate	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000	P= .000		
P1S2Q36	.0232	-.0488	.0518	.0281	.1134	.1348	.0962	-.0308	.0546	.1107		
Feminine/	( .295)	( .295)	( .294)	( .295)	( .294)	( .294)	( .295)	( .295)	( .294)	( .295)		
Masculine	P= .346	P= .202	P= .188	P= .315	P= .026	P= .010	P= .050	P= .299	P= .176	P= .029		

----- PEARSON CORRELATION COEFFICIENTS -----

	P1S2Q43	P1S2Q44	P1S2Q45	P1S2Q46	P1S2Q47	P1S2Q48	P1S2Q49	P1S2Q50	P1S2Q51	P1S2Q52
P1S2Q37 Indecisive/ Decisive	.4148 (.295) P = .000	.3164 (.295) P = .000	.2268 (.294) P = .000	.2338 (.295) P = .000	.3181 (.294) P = .000	.2770 (.294) P = .000	.2688 (.295) P = .000	.2981 (.295) P = .000	.4696 (.294) P = .000	.1637 (.295) P = .002
P1S2Q38 Incapable/ Capable	.5786 (.295) P = .000	.6048 (.295) P = .000	.1812 (.294) P = .001	.4033 (.295) P = .000	.2680 (.294) P = .000	.3405 (.294) P = .000	.5009 (.295) P = .000	.6316 (.295) P = .000	.4175 (.294) P = .000	.1924 (.295) P = .000
P1S2Q39 Uneducated/ Educated	.4893 (.295) P = .000	.4849 (.295) P = .000	.2094 (.294) P = .000	.3456 (.295) P = .000	.2422 (.294) P = .000	.3054 (.294) P = .000	.2989 (.295) P = .000	.4311 (.295) P = .000	.3359 (.294) P = .000	.2297 (.295) P = .000
P1S2Q40 Dishonest/ Honest	.3019 (.294) P = .000	.3381 (.294) P = .000	.3574 (.293) P = .000	.3420 (.294) P = .000	.3639 (.293) P = .000	.4090 (.293) P = .000	.2602 (.294) P = .000	.3075 (.294) P = .000	.2445 (.293) P = .000	.2554 (.294) P = .000
P1S2Q41 Lazy/Hard- Working	.6681 (.295) P = .000	.5605 (.295) P = .000	.3000 (.294) P = .000	.3057 (.295) P = .000	.3352 (.294) P = .000	.3955 (.294) P = .000	.3164 (.295) P = .000	.4817 (.295) P = .000	.4238 (.294) P = .000	.2569 (.295) P = .000
P1S2Q42 Untrustworthy/ Trustworthy	.3920 (.293) P = .000	.4843 (.293) P = .000	.2439 (.293) P = .000	.3678 (.293) P = .000	.3114 (.293) P = .000	.3791 (.293) P = .000	.2928 (.293) P = .000	.4786 (.293) P = .000	.2036 (.293) P = .000	.2098 (.293) P = .000
P1S2Q43 Unambitious/ Ambitious	1.0000 (.295) P = .	.4669 (.295) P = .000	.2965 (.294) P = .000	.3188 (.295) P = .000	.3176 (.294) P = .000	.3229 (.294) P = .000	.3584 (.295) P = .000	.4498 (.295) P = .000	.4025 (.294) P = .000	.2232 (.295) P = .000
P1S2Q44 Immature/ Mature	.4669 (.295) P = .000	1.0000 (.295) P = .	.1330 (.294) P = .011	.4191 (.295) P = .000	.1950 (.294) P = .000	.2506 (.294) P = .000	.5080 (.295) P = .000	.5394 (.295) P = .000	.2836 (.294) P = .000	.2127 (.295) P = .000

TABLE 33 (Cont'd)

INTERCORRELATIONS AMONG SEMANTIC DIFFERENTIAL ITEMS, p. 12  
(Q. 21-52)

	P E A R S O N C O R R E L A T I O N C O E F F I C I E N T S									
	P1S2Q43	P1S2Q44	P1S2Q45	P1S2Q46	P1S2Q47	P1S2Q48	P1S2Q49	P1S2Q50	P1S2Q51	P1S2Q52
P1S2Q45 Unpopular/ Popular P = .000	.2965 ( .294) P = .000	.1330 ( .294) P = .011	1.0000 ( .294) P = .	.1652 ( .294) P = .002	.5123 ( .294) P = .000	.3851 ( .294) P = .000	.0968 ( .294) P = .049	.1655 ( .294) P = .002	.3467 ( .294) P = .000	.4164 ( .294) P = .000
P1S2Q46 Messy/ Neat P = .000	.3188 ( .295) P = .000	.4101 ( .295) P = .000	.1652 ( .294) P = .002	1.0000 ( .295) P = .	.2661 ( .294) P = .000	.3200 ( .294) P = .000	.3597 ( .295) P = .000	.5199 ( .295) P = .000	.2501 ( .294) P = .000	.2509 ( .295) P = .000
P1S2Q47 Unhappy/ Happy P = .000	.3176 ( .294) P = .000	.1950 ( .294) P = .000	.5123 ( .294) P = .000	.2661 ( .294) P = .000	1.0000 ( .294) P = .	.5354 ( .294) P = .000	.2586 ( .294) P = .000	.2270 ( .294) P = .000	.3685 ( .294) P = .000	.3440 ( .294) P = .000
P1S2Q48 Unhealthy/ Healthy P = .000	.3229 ( .294) P = .000	.2506 ( .294) P = .000	.3851 ( .294) P = .000	.3200 ( .294) P = .000	.5354 ( .294) P = .000	1.0000 ( .294) P = .	.2356 ( .294) P = .000	.3250 ( .294) P = .000	.3526 ( .294) P = .000	.3155 ( .294) P = .000
P1S2Q49 Insecure/ Secure P = .000	.3584 ( .295) P = .000	.5080 ( .295) P = .000	.0968 ( .294) P = .049	.3597 ( .295) P = .000	.2586 ( .294) P = .000	.2356 ( .294) P = .000	1.0000 ( .295) P = .	.4518 ( .295) P = .000	.2880 ( .294) P = .000	.1951 ( .295) P = .000
P1S2Q50 Undiscipl'd/ Disciplined P = .000	.4498 ( .295) P = .000	.5394 ( .295) P = .000	.1655 ( .294) P = .002	.5199 ( .295) P = .000	.2270 ( .294) P = .000	.3250 ( .294) P = .000	.4518 ( .295) P = .000	1.0000 ( .295) P = .	.3566 ( .294) P = .000	.1831 ( .295) P = .001
P1S2Q51 Unsure/ Confident P = .000	.4025 ( .294) P = .000	.2836 ( .294) P = .000	.3467 ( .294) P = .000	.2501 ( .294) P = .000	.3685 ( .294) P = .000	.3526 ( .294) P = .000	.2880 ( .294) P = .000	.3566 ( .294) P = .000	1.0000 ( .294) P = .	.2431 ( .294) P = .000
P1S2Q52 Unattract./ Attractive P = .000	.2232 ( .295) P = .000	.2127 ( .295) P = .000	.4164 ( .294) P = .000	.2509 ( .295) P = .000	.3440 ( .294) P = .000	.3155 ( .294) P = .000	.1951 ( .295) P = .000	.1831 ( .295) P = .001	.2431 ( .294) P = .000	1.0000 ( .295) P = .

**APPENDIX E**  
**FIGURE 37**  
**RATIONALE FOR JOB CHOICE: CANDIDATE A**  
**(AVERAGE-WEIGHT MALE CANDIDATE)**

### **CANDIDATE A: JOB HIRE & WHY**

- 1.--NH: "Would not stay on the job long after training period was completed." (MO)
- 2.--NH: "Did not appear very confident, not sure how receptive others would be, not management material." (SC, WS)
- 3.--NH: "Did not come across as a positive candidate for my type of company. I need **ENERGETIC** people!!!" (MO)
- 4.--NH: "Does not seem to have training/analytic skills/exp. for job A [Human Resource Benefits analyst]. He does not strike me as a potential sales rep--no 'charisma.' He doesn't seem to have the skills/experience for a management trainee--or the ambition." (WS, PE, WE, MO)
- 5.--NH: "His presentation did not address his abilities. He kept repeating his schooling and gave very little reference to his job training and skills." (CS, WS)
- 6.--NH: "The video related he spent 1 1/2 years in South America after his undergraduate degree however the written resume contradicts this." (OTH)
- 7.--NH: "Although MBA is earned, has no experience to fulfill job expectations." (WE)
- 8.--NH: "Does not stand or "lean" tall. Does not look professional (no suit)." (AP, AP)

### **CANDIDATE A: NH RESPONSES**

"Knowledge/Skills/Abilities" (Factors ED,CS,LS,TR,WE,WS): 6 items (43% of 14 responses)

"Personality/Interpersonal" (Factors FR,IS,MO,PE,SC): 5 items (36% of 14 responses)

OTHER: 1 response (7% of 14 responses) APPEARANCE: 2 Responses (14% of 14 responses)

### **CANDIDATE A: JOB HIRE & WHY**

- 1.--HRB: "I don't think he has enough background for the other two. A salesperson would be the next choice. If he came across as more aggressive, I would give him a chance at sales." (PE)
- 2.--HRB: "Because of the need for analytical skills, with a need for the ability to work independently." (WS)
- 3.--HRB: "He hasn't stayed at any one job for very long. He didn't state what his goals are or that he wished for a career." (WE)
- 4.--HRB: "Appears to have a better background as an analyst. To (sic) mechanical to be a sales representative. I would need additional information to make him a management trainee." (WE, PE)
- 5.--HRB: "I believe this man has potential but I'm not convinced that he should be in a position higher than [this one]. There's a lot missing about this man and his work history." (WE)

**FIGURE 37**  
**RATIONALE FOR JOB CHOICE: CANDIDATE A**

- 6.--HRB: "Previous experience with data collection. Can work alone if necessary. Has experience with planning." (WE)
- 7.--HRB: "Not enough people oriented for [sales rep.] or [mgmt. trainee]. Too dependable and qualified not to hire at all." (PE, WE)
- 8.--HRB: "I think he is able to handle working independently. He seems capable of developing reports and review cost data, based on his schooling and work experience." (WS)
- 9.--HRB: "Because of his background experiences. He doesn't come across as managerial material." (WE)
- 10.--HRB: "He seems more detail-oriented, more of an introvert, and more prone to follow directions than make them. He doesn't impress me as a very dynamic, motivated person." (PE, MO)
- 11.--HRB (No comments)
- 12.--HRB: "He has to read from cue cards his abilities and assets. To me this displays less confidence in his ability to speak appropriately, perhaps without making mistakes. He is probably a perfectionist and would do his job very well." (SC, CS, PE)
13. --HRB: "Sales require direct eye contact. Tape did not show this. May require more "people" skills. Why hasn't he used Spanish since so many business (sic) need this skill today?" (CS, IS, WS)
- 14.--HRB (No comments)
- 15.--HRB: "Leaned on table--passive. No coat--unprofessional." (PE, AP)
- 16.--HRB: "Capable but not enthusiastic, or outgoing enough for sale (sic) and management in large company." (PE)
- 17.--HRB: "I wouldn't hire him for a position of responsibility or a position that may lead to upper management because he may leave after a year or two." (WE)
- 18.--HRB: "I perceive Mr. Anderson to be somewhat of an introvert that would perform well in a position of an independent nature. His background suggests that he may have the analytical skills necessary for the position." (PE, WS)

#### **CANDIDATE A: HRB POSITION RESPONSES**

"Knowledge/Skills/Abilities" (Factors ED,CS,LS,TR,WE,WS): 12 items (48% of 25 responses)

"Personality/Interpersonal" (Factors FR,IS,MO,PE,SC): 12 items (48% of 25 responses)

OTHER: No responses                      Appearance: 1 Response (4% of 25 responses)

#### **CANDIDATE A: JOB HIRE & WHY**

- 1.--SR: "Travel experience--customer relations experience. Past ability to analyze customer credit." (TR, WE)
- 2.--SR: "He likes travel and from previous job and educational experience seems qualified." (TR, WE)

**FIGURE 37 (Cont'd)**



- 3.--SR: "Outgoing personality; good communication." (PE, CS)
- 4.--SR: "He has already held a management position and has had experience in many areas. He seems like an aggressive young man who could win new clients and then move into management." (WE, PE)
- 5.--SR: "Likely has an ability to deal with people in new surroundings given travel and job experience." (TR, WE)
- 6.--SR: (No Comments)
- 7.--SR: "Because of his education and work experience and he likes to travel." (ED, WE, TR)
- 8.--SR: "Experience as a sales representative. Good appearance for representation. Minor in marketing." (WE, AP, ED)
- 9.--SR: "He has experience in the area and it allows for promotion. He seems to like to change jobs." (WE)
- 10.--SR: "This job requires extensive travel, which Mr. Anderson enjoys. Also, he has been responsible for customer relations in his current job. He has both management and marketing experience." (TR, WE)
- 11.--SR: "Qualified to represent company to many people. Would be a great employee. Lacks leadership qualities." (WE, WS)
- 12.--SR: "I feel Leslie would possess sharpened interpersonal skills since he has had experience in Sales and also with his wide variety of travel. He seems well organized and self-motivated (sic)." (IS, WE, TR, MO)
- 13.--SR: "Has shown ability and success in a number of different duties. He is use (sic) to traveling and being in contact with many different people and communicating with them." (WE, TR, CS)
- 14.--SR: "His educational background, sales experience, and broad variety of other experiences qualifies him for the job demands." (ED, WE)
- 15.--SR: "He has worked as a sales representative, and he has traveled some." (WE, TR)
- 16.--SR: "Likes to travel, knows Spanish and other cultures." (TR)
- 17.--SR: (No comment)
- 18.--SR: "He seems to have the necessary skills to deal in a wide range of sales areas if necessary. With his fluency in Spanish along with past experience I believe this is where he would excel both for himself and the company." (WS, LS, WE)
- 19.--SR: "Good speaking skill, confident." (CS, SC)
- 20.--SR: "Prior sales experience, minor in marketing. Sales position would give him opportunity to "show what he's made of" and clear up any uncertainties about his questionable work history." (WE, ED)
- 21.--SR: "He emphasized his communications skills and his understanding of Spanish language and culture, skills that most fit this area." (CS, LS)
- 22.--SR: "Because of background work experience. He speaks well and the diversity of a second language is an asset." (WE, CS, LS)

FIGURE 37 (Cont'd)

- 23.--SR: "Because he appears to be a salesperson and is able to communicate on a business level." (WE, CS)
- 24.--SR: "Likes to travel, knows area of central and South America. Knows control and spreadsheets." (TR, WS)
- 25.--SR: "I would recommend him for Sales Representative because of his background as a sales rep. Also, this position requires extensive travel which the candidate is use (sic) to. His second language is a plus. I feel he has the ability to communicate." (WE, TR, LS, CS)
- 26.--SR: "Has traveled, worked in sales inviorment (sic). Want to see if he would stick with it." (TR)
- 27.--SR: "Articulate, has traveled, appears to be adventuresome." (CS, TR, PE)
- 28.--SR: "Brings good skills, hard worker, self motivating, educated, good appearance and presentation." (WS, MO, ED, AP)
- 29.--SR: "Has previous experience. Potential for growth. Can prove himself in this position." (WE, MO)
- 30.--SR: (No comments)
- 31.--SR: "Varied background; experience." (WE)
- 32.--SR (See comments below, dual entry, combined SR & MT)

#### **CANDIDATE A: SR RESPONSES**

"Knowledge/Skills/Abilities" (Factors ED,CS,LS,TR,WE,WS): 54 items (82% of 66 responses)

"Personality/Interpersonal" (Factors FR,IS,MO,PE,SC): 8 items (12% of 66 items)

OTHER: 2 responses (3% of 66 responses)                      Appearance: 2 Responses (3% of 66 responses)

#### **CANDIDATE A: JOB HIRE & WHY**

- 1.--MT: "He's not outgoing enough for sales. I think he would be able to move up thru the ranks if given the opportunity." (PE, MO)
- 2.--MT: "Leslie could be tested for other positions." (OTH)
- 3.--MT: "I feel after he is in this firm he can make it in upper management." (OTH)
- 4.--MT: "Motivated, desires to advance. Appears to be an individual who could be a leader." (MO, WS)
- 5.--MT: "Mr. Anderson has a variety of work experiences and college background that would make him an asset to the company. He appears self-motivated and has had a lot of public contact." (WE, ED, MO)
- 6.--MT: "His education and his experience seem to fit this profile." (ED, WE)
- 7.--MT: "Most qualified--previous background, hard worker." (WE, MO)
- 8.--SR & MT: "His willingness to travel, [h]is past experience." (TR, WE)

**FIGURE 37 (Cont'd)**

9.--MT (No comments)

10.--MT (No comments)

11.--MT: "His varied background would complement the trainee program, and the program would focus his strengths. He did not seem to have the energy I would look for in a sales representative. The HRB analyst position would limit his potential benefit to the company." (WE)

12.--MT: "Appears well educated, focused, and motivated." (ED, MO)

13.--MT: "He has the qualifications; time will tell if the qualifications turn into productive work." (WS)

#### **CANDIDATE A: MT RESPONSES**

"Knowledge/Skills/Abilities" (Factors ED,CS,LS,TR,WE,WS): 11 items (65% of 17 responses)

"Personality/Interpersonal" (Factors FR,IS,MO,PE,SC): 6 items (35% of 17 responses)

OTHER: No responses

Appearance: 0 Responses

**FIGURE 37 (Cont'd)**

**APPENDIX F**  
**FIGURE 38**  
**RATIONALE FOR JOB CHOICE: CANDIDATE B**  
**(AVERAGE-WEIGHT FEMALE CANDIDATE)**

**CANDIDATE B: JOB HIRE & WHY**

- 1.--NH: "Cant tell based on "brief" video interview" (OTH)
- 2.--NH: "For human resources & management trainee she is not qualified enough, and for the position of a sales representative she does not have enough communication skills." (WS, CS)
- 3.--NH: "There was no two-way conversations to ask questions about any of the positions or requirements." (OTH)
- 4.--NH: "I get the impression that a position offered to her at this point would not be long-lasting. I would be concerned that time and training would be wasted due to her need to travel and experience new employment opportunities." (MO, TR)
- 5.--NH: "I'm not satisfied that she would be able to satisfactorily fulfill the needs of the jobs listed. She doesn't seem to have much ambition. She also doesn't remain in a job position for long periods of time." (MO)
- 6.--NH: "I did not get a true feeling of the individual. The video tape did not provide any insight to the person. All information on the video was provided, and I felt the video was meant to impress me. I had no strong feelings." (OTH)
- 7.--NH: "She does not fit into a job due to her stability of previous employment history, lack of specific experience in hiring for the 3 positions." (WE)
- 8.--NH: "Her video didn't show me enough. What it did show was not overly impressive." (OTH)
- 9.--NH: "The video didn't tell me enough about her to tell me what she is good at doing." (OTH)
- 10.--NH: "Her qualifications don't seem to match any job openings offered." (WS)
- 11.--NH: "Would need to check references & previous employers. Not enough information to hire on video & resume alone." (OTH)
- 12.--NH: "I just wasn't impressed. They are as many exciting, stimulating people that want to be hired. She didn't stir me at all." (OTH)
- 13.--NH: "For A - If no potential for promotion will decline or quit job; Not enough experience - not friendly enough appearance for Sales Rep." (MO, WE, FR)
- 14.--NH: "There are better candidates out there. She would not be self directed & not dynamic enough to be into sales or management. She also needs to smile." (MO, FR)
- 15.--NH: "I did not get a great 1st impression of this individual. I could not judge her personality, I would have to have more information. I would want a feeling on her emotions, interpersonal skills, etc." (PE, IS)
- 16.--NH: "None of the strengths needed for these positions really stand out in her interview." (WS)
- 17.--NH: "No fit with demonstrated skills; no (sic) a 'shaker'." (WS, MO)
- 18.--NH: "I do not feel [she is a] person who will work hard and stick with job; may quit in 2 months to go to Europe." (MO, TR)

**FIGURE 38**  
**RATIONALE FOR JOB CHOICE: CANDIDATE B**

### **CANDIDATE B: NH RESPONSES**

"Knowledge/Skills/Abilities" (Factors CS,ED,LS,TR,WE,WS): 9 items (34.6% of 26 items) "Personality/Interpersonal" (Factors FR,IS,MO,PE, SC): 10 items (38.5% of 26 items total)

Other: 7 items (26.9% of total)                      Appearance: 0 Responses

### **CANDIDATE B: JOB HIRE & WHY**

- 1.--HRB: (No comments)
- 2.--HRB: "Best suited to skills, education, experience" (WS,ED, WE)
- 3.--HRB: "Her travel would be beneficial to the Sales Representative job but she lacks the 'high paced' attitude. She may be better working alone at her own pace." (TR, MO)
- 4.--HRB: "Although she has some managerial background, she has more positions that are just business oriented. Also, she had prior experience as an credit analyst which could be useful in human resources." (WS, WE)
- 5.--HRB: "Proven analytical skills" (WS)
- 6.--HRB: "Seems to like, detail work." (sic) (OTH)
- 7.--HRB: "She's proven she can manage a store/she seems best if she's alone in her job." (WE, OTH)
- 8.--HRB: (No comments)
- 9.--HRB: "Appearance (dress comment made earlier) not articulate enough to warrant 2 higher level jobs, GPA not high enough to be competitive w/other candidates." (AP, CS, ED)
- 10.--HRB: "Even though Leslie had extensive education and had experience with travel her presentation skills and appearance did not lend credibility to the Sales Representative position. Although motivated I feel she was not what was needed for a management trainee. Therefore chose Human Resources." (ED, WE, CS, AP)
- 11.--HRB: "Employment varied & unspecific. Candidate seems quite employable, but unsure of goal. Candidate is confident in her ability. She doesn't seem overly enthusiastic." (WE, SC, MO)
- 12.--HRB: "Her experience and character seem to be prone to analysis rather than people interaction." (WE, PE)
- 13.--HRB: "Past history." (OTH)
- 14.--HRB: "I think she would be better with less contact of people." (IS)
- 15.--HRB: "Think she has the kind of personality that would better suit her to be behind the scenes versus dealing with the public on a regular basis." (PE)

### **CANDIDATE B: HRB RESPONSES**

"Knowledge/Skills/Abilities" (Factors CS,ED,LS,TR,WE,WS): 13 items (56.5% of 23 items total)

"Personality/Interpersonal" (Factors FR,IS,MO,PE, SC): 5 items (15.2% of 23 items total)

**FIGURE 38 (Cont'd)**

Other: 3 items (13% of total) Appearance: 2 Items (8.7% of total)

### **CANDIDATE B: JOB HIRE & WHY**

- 1.--SR: (No comments)
- 2.--SR: "Definitely has the qualification for this job and should be in a higher level job, starting off or a sales rep. may help her gain more confidence and grow more into the company." (WE, SC)
- 3.--SR: "She has been a sales representative before and if she has to travel she has another language she can use." (WE, TR, LS)
- 4.--SR: "She seems capable, straight forward & aggressive." (WS, PE)
- 5.--SR: "Travel, spanish, marketing degree" (TR, LS, ED)

### **CANDIDATE B: JOB HIRE & WHY**

- 6.--SR: "She would enjoy the travel and customer contacts. She has had some sales experience." (TR, WE)
- 7.--SR: (No comments)
- 8.--SR: "She has experience with this area. And seems to be articulate. She enjoys travel." (WE, CS, TR)
- 9.--SR: "Work experience - traveled - seems to enjoy new experiences" (WE, TR)
- 10.--SR: "Mainly because of the travel experience which the job will entail and the fact that she worked as a sales rep." (TR, WE)
- 11.--SR: (no comment)
- 12.--SR: "Experience with people, could move up." (IS)
- 13.--SR: "She lives to travel." (TR)
- 14.--SR: "I think her international experience along with her desire to meet and learn about different people and cultures would be a benefit for these positions." (TR)
- 15.--SR: "Great communication skills." (CS)
- 16.--SR: "Travel experience, good impression, articulate" (TR, CS)
- 17.--SR: "Language skills" (LS)
- 18.--SR: "She has the experience needed. She is well traveled." (WE, TR)
- 19.--SR: "She appears ambitious, hardworking, able to do the job. She has experience and has traveled, she has had management skills as a boss, she loves to travel." (MO, TR, WE, WS )
- 20.--SR: "She is qualified, but does not have the necessary skills for Management Trainee. I feel she may advance given time - guidance." (OTH)
- 21.--SR: "She seems to have alot of background in working with other individuals." (WE)
- 22.--SR: (no comment)

- 23.--SR: "She is more talented then dead-end human resources benefit job. She doesn't have enough experience for management trainee position. Sales Representative sounds good because she seems outgoing, confident, and she likes to travel." (FR, SC, TR, WE)
- 24.--SR: "She knows how to persuade." (CS)
- 25.--SR: "She has experience with people. She's traveled." (WE, TR)
- 26.--SR: "She has had experience in many of the duties already. She enjoys travel, so it wouldn't be a problem." (WE, TR)
- 27.--SR: "She's prior experience." (sic) (WE)
- 28.--SR: "I was not overly impressed with Leslie, but she is apparently a hard worker and is willing to travel and explore new experiences." (MO, TR)

#### **CANDIDATE B: JOB HIRE & WHY: SR RESPONSES:**

"Knowledge/Skills/Abilities" (Factors CS,ED,LS,TR,WE,WS): 38 items (82.6% of 46 items total)

"Personality/Interpersonal" (Factors FR,IS,MO,PE, SC): 7 items (15.2% of 46 items total)

Other: 1 items (2.2% of total)                      Appearance: 0 Responses

#### **CANDIDATE B: JOB HIRE & WHY**

- 1.--MT: "She comes across as a strong leader." (WS)
- 2.--MT: "Lacks energy and enthusiasm levels required for sales (as well as appearance and adequate experience), does not have experience working with people in a management capacity for human resources position but has the education for management trainee." (MO, AP, WE, ED)
- 3.--MT: "Her job background and education and her presentation lead me to believe if trained right she could be a value." (WE, ED, OTH)
- 4.--MT: "She seems to have experience in most of the areas needed to qualify for the Management Trainee, and the challenge of a new position with some new areas always helps to bring out the best in any honest working employee." (WE, MO)
- 5.--MT: "I would recommend that Leslie be hired in as a Management Trainee because of her past experience. She has been a store manager, payroll clerk, etc. . .and this experience is a plus for her. She should be put into the Management position at least as a trainee." (WE)
- 6.--MT: "She has experience in many departments, and it would useful to match her with the job she does best. I wouldn't hire her for the sales representative because she seems lack the energy and zip needed to create enthusiam for a product." (WE, MO)

**FIGURE 38 (Cont'd)**



- 7.--MT: "She can be assisted more, and has to ability to progress in the organization." (OTH)
- 8.--MT: "Language skills, education" (LS, ED)      9.--MT: (no comments)
- 10.--MT: "Experience with people, travel, language, she must be aggressive to make video" (IS, TR, LS, MO)
- 11.--MT: "Her former experience and background lends itself to the varied responsibilities of sales representatives." (sic) (WE)
- 12.--MT: "Confident about self." (SC)      13.--MT: "Seems confident." (SC)
- 14.--MT: "I think her international experience along with her desire to meet and learn about different people and cultures would be a benefit for these positions." (TR)
- 15.--MT: "Not enough personality for sales rep too good for analyst." (PE, OTH)
- 16.--MT: "It's hard to say where she might do best. Her education & experience could be used somewhere." (ED, WE)
- 17.--MT: "Good communication skills, MBA degree." (CS, ED)
- 18.--MT: "Has some previous management experience & understanding of business finance." (WE, WS)
- 19.--MT: "I thinks she's qualified, unsure of communication skills, however desires a chance. Resume shows experience dealing with other management & retailers." (CS, WE)
- 20.--MT: "Will have opportunity to work in various areas; Don't feel she is outgoing enough to be sales rep." (FR)
- 21.--MT: "Education & experience lends her a favorable candidate for this role." (ED, WE)
- 22.--MT: "Past work experiences and schooling appears to have interest in people." (WE, ED, IS)
- 23.--MT: "Business and language/cultural expertise could be very valuable as Latin markets open up to U.S. firms." (WE, LS)
- 24.--MT: "Because she has management experience." (WE)
- 25.--MT: "Little Sales Exp. (B); H.R.B.A. appears beyond her experience and possibly her Educ. too; Mgmt. Trainee seems better at her varied exp. & educ." (sic) (WE, ED)
- CANDIDATE B: MT RESPONSES**

"Knowledge/Skills/Abilities" (Factors CS,ED,LS,TR,WE,WS): 31 items (68.9% of 45 items total)

"Personality/Interpersonal" (Factors FR,IS,MO,PE, SC): 10 items (22.2% of 45 items total)

Other: 3 items (6.7% of total)

Appearance: 1 Response (2.2% of total)

**FIGURE 38 (Cont'd)**

**APPENDIX G**  
**FIGURE 39**  
**RATIONALE FOR JOB CHOICE: CANDIDATE C**  
**(OVERWEIGHT MALE CANDIDATE)**

### **CANDIDATE C: Job Hire & Why**

- 1.--NH: "From what I would think would be a large number of applicants he didn't stand out." (OTH)
- 2.--NH: "No mention of people relationships in the workplace - any job needs that element." (IS)
- 3.--NH: "Do not have enough information - would check references." (OTH)
- 4.--NH: "I think he wouldn't stay with the firm long enough to be productive or an asset to the company." (MO)
- 5.--NH: "Not aggressive enough, or ambitious enough." (PE, MO)
- 6.--NH: "I would not hire on the bases(sic) of just the resume and video. It was too impersonal. An interview in person, and answers to my questions would let me decide for sure". (OTH)

### **CANDIDATE C: NH RESPONSES**

- Combining CS, ED, LS, TR, WE, WS (Knowledge/Skills/Abilities factor) yields 0 items.
- Combining FR, IS, MO, PE, SC ("Personality/Interpersonal" factor) yields 4 items (57% of 7 items)
- "Other" yields 3 items (43% of 7 items)      --Appearance yields 0 items.

### **CANDIDATE C: JOB HIRE & WHY**

- 1.--HRB: "Lacks People Skills." (IS)
- 2.--HRB: "Has some good qualities. Seems to not be a people person." (IS)
- 3.--HRB: "Best suits his background." (OTH)
- 4.--HRB: "Good communications skills, would work well with others. Possibly a good "Simpathetic(sic) ear" for other HR functions." (CS, IS)
- 5.--HRB: (no comments)
- 6.--HRB: "Can collect data, but would not deal w/public or upper management. He probably won't have the position long anyway, based on his history. But, he could get the area organized." (WS)
- 7.--HRB: "He seems like an analyst more than an manager or salesman." (WS)
- 8.--HRB: "Has worked as analyst, may have promise, but you really can't tell from only his video. If he is getting an MBA there must be more to him, and is probably worth starting at this job." (OTH)

**FIGURE 39**  
**RATIONALE FOR JOB CHOICE: CANDIDATE C**

- 9.--HRB: "Put him away from people & let him do a job." (OTH)
- 10.--HRB: "He has the background but is not assertive enough to qualify for any other. I felt poor interview to send no movement eye contact (sic). His lack of long term experience in any area." (WE, PE)
- 11.--HRB: "Experience with computers & books." (WE)
- 12.--HRB: "He didn't seem to have the personality to work with & meet alot of people. Seemed like he would be more comfortable alone as in a small group." (PE)
- 13.--HRB: "He seemed to lack interpersonal skills needed in the other 2 positions but did seem competent for the analyst position." (IS)
- 14.--HRB: "The man appears talk oriented, he has worked in office or data related environments and could in any opinion work independently." (WE, WS)
- 15.--HRB: "Seems would be comfortable working alone and would be satisfied with united promotion potential (sic)." (PE)
- 16.--HRB: (no comments)
- 17.--HRB: "At this point, he doesn't seem to have the drive or ambition to do what the other jobs require. I also question his people skills based on the videotape, I think he is lacking in this area." (MO, IS)

#### **CANDIDATE C: HRB RESPONSES**

- Combining CS, ED, LS, TR, WE, WS (Knowledge/Skills/Abilities factor) yields 7 items (36.8% of 19 items)
- Combining FR, IS, MO, PE, SC ("Personality/Interpersonal" factor) yields 9 items (47.4% of 19 items)
- "Other" yields 3 items (15.8%); Appearance yields 0 items.

#### **CANDIDATE C: JOB HIRE & WHY**

- 1.--SR: "Because of his work history." (WE)
- 2.--SR: "I don't really see anything else to put him in." (OTH)
- 3.--SR: "The subject demonstrated good base communication skills. Past employment history indicates background in customer relations and previous sales experience. Willingness to travel abroad demonstrates independence, initiating and an openness(sic) to new or different challenges." (CS, WE, PE, MO)
- 4.--SR: "Looks like he could be a talker. Appears to be social - perhaps suited for sales." (WS)
- 5.--SR: "Qualifications seem to best fit this area." (OTH)
- 6.--SR: "His oral communication skills & his education." (CS, ED)
- 7.--SR: "His qualities of discipline, motivation and communication would serve him well in this position." (PE, MO, CS)

**FIGURE 39 (Cont'd)**

- 8.--SR: "Due to previous sales experience and desire to travel." (WE, TR)
- 9.--SR: "He has sales rep. experience - He seems very outgoing, so he can communicate with customers easily - He seems to enjoy traveling, which is part of the rep. job." (WE, FR, TR)
- 10.--SR: "Loves to travel, interact with people, & persue(sic) challenges." (TR, IS, MO)
- 11.--SR: "Leslie is a good talker and likes to travel." (CS, TR)
- 12.--SR: "Pleasant, educated. Make good first impression for company. Intelligent." (PE, ED, OTH)
- 13.--SR: "Because of the travel, and the diversity associated with the position." (TR)
- 14.--SR: "Travel, customer contact, client pursuit, good personality, speaks Spanish." (TR, WE, PE, LS)
- 15.--SR: "Customer & sales background, varied experience related to people, independence shown by year in South America." (WE, PE)
- 16.--SR: "Because of marketing background." (ED)
- 17.--SR: "Best fits his prior work experiences." (WE)
- 18.--SR: "Knowledge of travel, vast experiences with people." (TR, WE)
- 19.--SR: "He has worked in sales before - His minor is in marketing." (WE, ED)
- 20.--SR: "Didn't strike me as above average individual - to handle positions, but would try him out here." (OTH)
- 21.--SR: "His background suggests this is the type of work he sought out." (WE)
- 22.--SR: "He has traveled in past & is rotated through different jobs like he did before." (TR, OTH)
- 23.--SR: "Fluency during interview." (CS)
- 24.--SR: "I see Leslie using his Spanish background to help in forming relations in our company. Iso this position will give him an opportunity to experience and learn what our company is about. Then I see him advancing to Management Trainee." (LS, OTH)
- 25.--SR: "Didn't display enough confidence for "fast track" Would function well with middle management job." (SC, OTH)

### **CANDIDATE C: JOB HIRE & WHY**

- 26.--SR: "As South America, Mexico, and central America become part of North American Free Trade agreement." (sic) (OTH)
- 27.--SR: "I would consider him for one of these 2 positions. I would need to talk with him longer to determine which one. Sales - traveling experience, Sales rep in 1985-6 Management - has had experience in a variety of jobs." (WE)
- 28.--SR: (no comments)
- 29.--SR: "He may move to management trainee but from the video his appearance and relaxed attitude would call for a interview." (AP, PE)
- 30.--SR: "He seems to be able to communicate. Outgoing and would enjoy meeting and talking to people. Doesn't mind traveling. Use this job as a stepping stone to management possibley (sic)." (CS, FR, IS, TR)

**FIGURE 39 (Cont'd)**

**CANDIDATE C: SR RESPONSES**

--Combining CS, ED, LS, TR, WE, WS (Knowledge/Skills/Abilities factor) yields 33 items (58.9% of 56 items)

--Combining FR, IS, MO, PE, SC ("Personality/Interpersonal" factor) yields 13 items (23.2% of 56 items)

--"Other" yields 9 items (16.1%); Appearance yields 1 item (1.8%).

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**CANDIDATE C: JOB HIRE & WHY**

1.--MT: "Needs more experience." (WE)

2.--MT: "Based on Anderson's experience and education, I think he would be able to handle the position and be a valuable asset." (WE, ED)

3.--MT: (no comments)

4.--MT: "Well rounded - give him a shot." (WE)

5.--MT: (no comments)

6.--MT: & SR: "Seems like a capable individual that has experience." (WS, WE)

7.--MT: "Suits training & Experience & Education." (WE, ED)

8.--MT: "Seems very flexible and eager." (PE)

9.--MT: "Has held management position, has been exposed to other field. Probably a able learner." (sic) (WE, MO)

10.--MT: "Does appear qualified for manegerial(sic) tasks in some of the departments mentioned could be a valuable asset." (WS)

11.--MT: "Ed. background - variety of work experiences incl. store layout (sales a consideration as well as efficiency), data and record keeping expertise (would be aware of and able to supervise) experience in inter-personal relations (sales and training experience - travel." (ED, WE, WS, IS)

12.--MT: "His vast, yet numerous previous positions would allow him flexibility within the company & could assist him in deciding permanent position." (WE)

13.--MT: "Has good business background, not sure about interpesonal(sic) skills need to see where he'd best fit." (WE, IS)

14.--MT: "He seems to be self motavated(sic), and somewhat aggressive. His Spanish may help him when dealing with suppliers. He is very articulate." (MO, PE, LS, CS)

15.--MT: "I see potential but would not want to be locked in with this applicant. I would want to see in which department he flourished. Many unknowns." (OTH)

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**CANDIDATE C: MT RESPONSES**

--Combining CS, ED, LS, TR, WE, WS (Knowledge/Skills/Abilities factor) yields 17 items (70.8% of 24)

--Combining FR, IS, MO, PE, SC ("Personality/Interpersonal" factor) yields 6 items (25% of 24 items)

--"Other" yields 1 item (4.2%); Appearance yields 0 items.

**FIGURE 39 (Cont'd)**

**APPENDIX H**  
**FIGURE 40**  
**RATIONALE FOR JOB CHOICE: CANDIDATE D**  
**(OVERWEIGHT FEMALE CANDIDATE)**

### **CANDIDATE D: JOB HIRE & WHY: NH RESPONSES**

- 1.--NH: "Would need to find out more about the person to make a decision on hiring." (OTH)
- 2.--NH: "Not appearing very self directive or confident." (MO, SC)
- 3.--NH: "She lacks the qualification to feel any of the positions. She may be suited for a management Trainer if we are a multinational company w/distributors (locations) in S. America." (WS, OTH)
- 4.--NH: "She did not impress me as being very energetic or outgoing. (MO, FR)
- 5.--NH: "Her approach in her resume was not in a business like manner. (She dressed drabby.)" (OTH, AP)
- 6.--NH: "Her employment background would make me wonder if she would be comitted(sic) to the job, or leave in one year." (MO)

### **CANDIDATE D: NH RESPONSES**

- Combining CS, ED, LS, TR, WE, WS (Knowledge/Skills/Abilities factor) yields 1 item (10% of 10 items)
- Combining FR, IS, MO, PE, SC ("Personality/Interpersonal" factor) yields 5 items (50% of 10 items).
- "Other" yields 3 items (30% of 10 items); Appearance yields 1 item (10%).

### **CANDIDATE D: HRB RESPONSES**

- 1.--HRB: "Due to experience & finance background - ? over educated for salary level." (WE, ED)
- 2.--HRB: "Analytical, organizational strengths, presentation of resume does not present evidence of creativity people-orientation." (WS, IS)
- 3.--HRB: "Consistent background in financial manners (sic) - reflects personality of determined, etc. & seems able to work independently." (WS, PE, MO)
- 4.--HRB: "Doesn't seem to have a quick & friendly personality." (PE)
- 5.--HRB: "I don't think she would make a good sales rep. She might make a good manager (might) This leaves Human Resources." (OTH)
- 6.--HRB: (no comments)
- 7.--HRB: "She demonstrates the capability to work independent - with accuracy, & efficiency." (WS)
- 8.--HRB: "She has experience with people, numbers, and computers which would be a benefit in this position. She is non-aggressive and therefore, would be a poor sales rep. I can not see here(sic) being a manager trainee because she shows no leadership sills(sic)." (WS, PE)

**FIGURE 40**  
**RATIONALE FOR JOB CHOICE: CANDIDATE D**



- 9.--HRB:-SR: "Experience (WE)
- 10.--HRB: "She appears to be best suited for these job expectations." (OTH)
- 11.--HRB: "Her personality does not appear warm or persuasive enough for sales. She doesn't seem motivated quite enough for management trainee. Her work would be precise and accurate, thereby fitting for an analyst." (PE, MO, WS)
- 12.--HRB: "With a combination of both her experience and personality, she seems suitable for this position. She would be able to do the job and she doesn't seem to be the type of person to want to climb the ladder." (WE, PE, WS, MO)
- 13.--HRB: (no comments)
- 14.--HRB: "I don't believe she would be aggressive enough in the other jobs." (PE)
- 15.--HRB: "She would be able to work independently and produce more output than someone else & its tailor made for her She didn't seem to want advancement just a job." (WS, MO)
- 16.--HRB: "Work independently." (WS)
- 17.--HRB: "At first impression Ms. Anderson does not appear to have the necessary skills for "fast track" leadership or sales representative. Her employment history indicates that she would be appropriate as Human Resources Benefits Analyst also she majored in Finance." (WS, WE, ED)
- 18.--HRB: "IF for anything - not aggressive(sic) enough for sales management." (PE)
- 19.--HRB: (No comments)
- 20.--HRB: "I don't think she would be right in any of the other positions because she does not seem aggressive or motivated enough. This position could fit her because it is somewhat boring & tedious." (PE, MO)
- 21.--HRB: "I think that she would work well alone." (OTH)
- 22.--HRB: "Lacks charisma needed to be in sales - Lacks confidence & assertiveness needed for mgt." (PE, SC, PE)
23. --HRB: "She is intelligent and would likely be a good worker. - She is diversified in the general business areas." (OTH, WS)
- 24.--HRB: "It appears she would take the work seriously and would work diligently under supervision. You can't have all all-stars on your team." (WS, MO)
- 25.--HRB: (no comments)
- 26.--HRB: "Can always see how she does & move to mgmt. trainee position months to a yr. later." (OTH)
- 27.--HRB: "Analytical abilities." (WS)
- 28.--HRB: "Leslie will probably work best alone." (OTH)
- 29.--HRB: "Has some payroll experience finance background/analytical background." (WE, WS)

## **CANDIDATE D: HRB RESPONSES**

- Combining CS, ED, LS, TR, WE, WS (Knowledge/Skills/Abilities factor) yields 20 items (45.5% of 44 items)
- Combining FR, IS, MO, PE, SC ("Personality/Interpersonal" factor) yields 18 items (40.9% of 44 items).
- "Other" yields 6 items (13.6% of 44 items); Appearance yields 0 items.

## **CANDIDATE D: JOB HIRE & WHY**

- 1.--SR: "Likes to travel, good with clients." (TR, IS)
- 2.--SR: "Motivated." (MO)
- 3.--SR: "She has sales experience. Her grades are not excellent enough to convince me that she is a "most qualified candidate" re: mgmt trainee. She likes to travel." (WE, ED, TR)
- 4.--SR: "Has a good variety in background - should be able to articulate well - work alone in this position." (WE, CS, OTH)
- 5.--SR: "Experience working with customers and very articulate." (IS, CS)
- 6.--SR: "Previous sales representative experience - Marketing Degree - Managerial experience for future placement - Enjoys travel." (WE, ED, TR)
- 7.--SR: "She likes to travel and deal with customers." (TR, IS)
- 8.--SR: "Very professional in appearance, is used to traveling, some prior experience." (AP, TR, WE)
- 9.--SR: "The travel and other aspects of sales rep (customer contact etc) would fit her background." (TR, WE)
- 10.--SR: "Outgoing and articulate, able to meet new people, willing to travel." (FR, CS, TR)
- 11.--SR: "Needs more experience before training for management. Background should prove beneficial." (WE, OTH)
- 12.--SR: "Because of experience and desire to travel." (WE, TR)
- 13.--SR: "She seems confident enuf(sic) in her abilities and able to work alone without direct supervision to accomplish goal-oriented tasks." (CS, OTH, MO)
- 14.--SR: "First is with the travel requirement. Will be motivated to move up in company and to establish permanency(sic). Diversified(sic) work history will allow success at this position." (TR, MO, WE)
- 15.--SR: "Because of her communication and travel experience." (CS, TR)
- 16.--SR: "Because it states that this person will be doing alot of traveling, who knows she might be in a foreign country trying to sell goods over there. By her being fluent in Spanish this might be a great access to her and the company goals." (TR, LS)
- 17.--SR: "Travel background, self motivated, bilingual experience communication skills, interpersonal skill. Confident." (TR, MO, LS, IS, SC)

**FIGURE 40 (Cont'd)**

- 18.--SR: "She has experience in dealing with retailers and customers. She is willing to travel. She also has management & supervisory experience." (WE)
- 19.--SR: "Because of her education experience and her communication skills." (ED, CS)
- 20.--SR: "According to her resume she has the experience and interest desired to be a manager. I think her tone of voice needs to change and will need to establish some new speaking techniques to keep people interested." (WE, CS)
- 21.--SR: "Customer contact experience." (WE)
- 22.--SR: "I feel her qualifications & interest would be suited to this position." (WE)
- 23.--SR: "Leslie has shown an interest in travel, she has significant experience & education in the finance end of business and seems best suited for a Sales Repres." (TR, WE, ED)
- 24.--SR: "I would never hire anyone by a video and a resume. I would consider Leslie for the Sales Rep because of work experience & education." (WE, ED)

#### **CANDIDATE D: SR RESPONSES**

- Combining CS, ED, LS, TR, WE, WS (Knowledge/Skills/Abilities factor) yields 41 items (74.5% of 55 items)
- Combining FR, IS, MO, PE, SC ("Personality/Interpersonal" factor) yields 10 items (18.2% of 55 items).
- "Other" yields 3 items (5.5% of 55 items); Appearance yields 1 item (1.8%).

#### **CANDIDATE D: JOB HIRE & WHY**

- 1.--MT: "With the education and experience she has had, I feel that she would be an asset in this position. She has the eagerness required to handle all situations, and her minor in Spanish could help with bilingual customers." (ED, WE, MO, LS)
- 2.--MT: "She has had the necessary training and experience to fill this position." (WE)
- 3.--MT: "She sounds as though she is ready to work and will do a fine job for a company. I feel she is not sales potential and would not be happy behind a desk. So rotate her to find her nitch." (sic) (MO, OTH)
- 4.--MT: "Poorly defined skills, short work histories no idea of performance or successes."  
(WS, WE)
- 5.--MT: "She appears to have the right combonation(sic) of experience and education to do well in this position." (WE, ED)
- 6.--MT: "She has the education and the motivation to take on this position. If customer contact is not her bag, she may be an asset in the finance or quality control areas." (ED, MO)

**FIGURE 40 (Cont'd)**

- 7.--MT: "Good work & educational background. Would benifit(sic) from corporate exposure. Seems motivated and self confident." (WE, ED, MO, SC)
- 8.--MT: "She seems qualified, given her experience and education." (WE, ED)
- 9.--MT: "Seems best - applicant has sales & personnel experience." (WE)
- 10.--MT: "She has experience in supervision and training." (WE)
- 11.--MT: (no comments)
- 12.--MT: "Experience in management, works independently, background in several areas already, learns fast." (WE, OTH)
- 13.--MT: (no comments)
- 14.--MT: "Because she is more suitable for this position." (OTH)
- 15.--MT: "She does have the qualifications." (WS)

#### **CANDIDATE D: MT RESPONSES**

- Combining CS, ED, LS, TR, WE, WS (Knowledge/Skills/Abilities factor) yields 17 items (68% of 25 items)
- Combining FR, IS, MO, PE, SC ("Personality/Interpersonal" factor) yields 5 items (25% of 25 items).
- "Other" yields 3 items (12% of 25 items); Appearance yields 0 items.

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