

The Impact of Sexual Orientation, Race, and Gender on Leadership Evaluations

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Abstract

The current study examined the multiple effects of job applicant's race, gender, and sexual orientation on interview evaluations and hiring recommendations, for a leadership position. By way of online recruitment, participants (N=297) were randomly assigned to one of eight conditions: 2 (race) X 2 (sexual orientation) X 2 (gender). Participants were presented with a pre-recorded employment interview, job description, and résumé along with evaluation measures. Factorial MANOVA indicated no main effects or interaction effects on interview evaluations and hiring recommendations. Mean scores suggests that White female applicants (heterosexual and homosexual) are the most disadvantaged subgroups when leadership positions are considered. Blacks had significantly more negative attitudes towards gay/lesbian applicants compared to Whites; however, Whites rated gay/lesbian applicants lower than Blacks did. Limitations and future research are discussed.

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The nationwide legalization of same-sex marriage and the reduced blood donation waiting period for men who have sex with men demonstrates two of the recent advances of lesbian, gay, bisexual, and transgender (LGBT) individuals in the United States (U.S.) and Canada. In spite of these recent advances to protect their rights, LGBT people continue to be victims of violent abuse, harassment and discrimination in all regions of the world (United Nations Report, 2015). The widespread discrimination of LGBT people is also seen in Canada, and even more so throughout the U.S. For example, sixty three percent (63%) of Canadians surveyed report seeing “a lot” or “some” form of discrimination towards LGBT people, compared to seventy six percent (76%) of Americans (Abacus Data, 2016). Additionally, a nationally representative U.S survey of LGBT people, reported twenty-five percent (25%) of LGBT respondents had experienced discrimination due to their sexual orientation as recently as in 2016 (Center for American Progress, 2017). While there is no definitive number stating exactly how many LGBT people there are in Canada, a recent poll revealed that 5.3% of Canadians identify as lesbian, gay, bisexual, or transgendered (Forum Research Inc., 2012), demonstrating the substantial amount of LGBT people in Canada, and a much needed examination into these subgroups of the population.

Although federal legislations such as The Canadian Human Rights Act and the Equal Employment Opportunity Commission prohibit workplace discrimination based on sexual orientation in Canada and the U.S, discrimination amongst LGBT individuals are

prevalent. A recent report providing a glimpse into the status of life for LGBT+¹ employees in Canada discovered that LGBT+ individuals experienced more discrimination, witnessed more discrimination, and were much more likely to report that “there is workplace discrimination”, when compared to heterosexuals (Sasso & Ellard-Grey, 2015). Furthermore, of the LGBT+ employees who had reported experiencing or witnessing discrimination towards LGBT+ people, almost forty percent report that it happened at least a few times a month (Sasso & Ellard-Grey, 2015). Overall, not only does this provide a glimpse into the extent of LGBT discrimination within the workplace, but also demonstrates a lack of awareness for LGBT discrimination in the workplace from their heterosexual coworkers.

Employment Discrimination

The adoption of LGBT related workplace policies include numerous benefits such as the recruitment and retention of top employees, a diverse customer base, increased employee productivity and maintaining positive employee morale (Sears & Mallory, 2011a). Although such policies have been linked to positive business outcomes, LGBT individuals still face employment discrimination throughout global organizations (Sears & Mallory, 2011a).

Defined as the discriminatory practices of employment decisions (e.g. hiring, probationary period, training, compensation, promotion, and termination) on the basis of

¹ + - including other sexual orientations such as “queer” and “pansexual”

race, sex, age, religion, disability, sexual orientation and other personal characteristics, employment discrimination has been frequently studied throughout the years (Bergmann, 1974; Bendick, Jackson, & Reinoso, 1994; Tilcsik, 2011). On the basis of religion for example, Muslim immigrants in Austria and Germany report experiencing discriminatory behaviors including being denied equality in access to jobs, unwillingness to accommodate a worker's right to religious freedom, and more stringent standards when evaluating their performance (Forstenlechner & Al-Waqfi, 2010). Based on disability, individuals report being turn down for a job they were qualified for after disclosing their mental illness, and fired or forced to resign due to their mental illness (Goldman, Buck, & Thompson, 2009). Similarly, in Canada, a third of 25-34 year olds with a severe or very severe disability, report being refused a job (in the previous five years) because of their disability (Statistics Canada, 2014). Even when people with disabilities are hired, their earnings are significantly lower than the public, with disabled male university graduates making almost \$25,000 on average less than those without a disability (Statistics Canada, 2014). Additionally, researchers have also recently begun to focus on the experiences of LGBT individuals as it relates to employment; showing higher unemployment rates, lower wages, and fewer promotions when compared to heterosexuals (Grant et al., 2011; Pew Research Center, 2013).

Although researchers have examined employment discrimination of individuals based on single characteristics, to our knowledge however, there has been little to no research examining the impact of multiple characteristics (i.e. race, gender, and sexual orientation) on interview evaluations and hiring decisions for leadership positions.

Therefore, this study aims to determine how employers' perception of a job applicant's sexual orientation interacts with race and gender, and influences the evaluations of leadership both during the interview process and ultimately, during hiring decisions. Additionally, the current study further examines issues facing members of the LGBT community by exploring how common stereotypes of gay and lesbian individuals influence leadership evaluations. Consequently, the current study seeks to understand how common stereotypes affects evaluations when applying for leadership positions amongst racial, gender, and sexual minorities.

Perceptions & Attitudes towards LGBT Individuals

Before investigating the perceptions and attitudes toward lesbian and gay individuals, it is important to understand why these attitudes occur. Stereotypes, defined as "the unconscious or conscious application of (accurate or in-accurate) knowledge of a group in judging a member of the group" (Banaji & Greenwald, 1994) are often applied due to accepted cultural, societal, or unconscious beliefs (Agars, 2004). Group stereotypes lead to expectations about how members of the group should and sometimes do behave. Stereotypes can result in bias toward the stereotyped individual, resulting in an inaccurate evaluation reflecting a generalization, rather than an individual's true qualities. Thus, stereotypes provide critical information regarding how group membership (e.g., race, gender, sexual orientation, etc.) influences others' perceptions of and attitudes towards members of a given group.

Historically, the perceptions and attitudes towards LGBT individuals have been negative (Herek & Capitanio, 1996; Yang 1997). For instance, in 1965 all but one U.S.

state considered homosexual practices between consenting adults in private as a criminal act. During that time, one of the earliest American opinion surveys of attitudes towards homosexuality discovered that seventy percent of respondents reported believing homosexuals to be “more harmful than helpful” to American life (Harris, 1965). These reports demonstrated that Americans considered homosexuals to be the third most dangerous group in the United States, after communists and atheists. Additionally, such negative perceptions and attitudes towards homosexuality were not limited to the general public. In fact, twenty years after the American Psychiatric Association removed homosexuality from the Diagnostic and Statistical Manual of Mental Disorders in 1973 as it was no longer considered a mental disorder, health professionals (i.e. therapists) continued to perceive homosexual patients as being less healthy and having more severe symptoms in comparison to their heterosexual counterparts (Garfinkle & Morin, 1978; Rubinstein, 1995). Likewise, in Canada, even after decriminalizing homosexuality in 1969, sexual minorities continued to experience the harassment of local police departments through bathhouse raids as recently as 2000 (Gollom, 2016; Shahzad, 2016).

Nevertheless, although Americans as a collective have begun to display more supportive views towards gays and lesbians (Brewer, 2003; Flores 2014), some individuals continue to demonstrate personal discomfort, moral disapproval, and disgust towards homosexuals (Sherrill & Yang, 2000; Herek, 2000). A recent national poll of 2,002 adults discovered that fifty percent of the American public consider homosexuality a sin (Pew Research Centre, 2014). Furthermore, although countless researchers have found that children of gay parents fare no worse than other children, and are just as

healthy and well-adjusted as those raised by heterosexual parents (Crouch et al., 2014; Farr, Forssell, & Patterson, 2010; Wainright & Patterson, 2006; Wainright, Russell, & Patterson, 2004), among a national sample of 2,973 adults, 42 percent of Americans are opposed to allowing gays and lesbians to adopt children (Pew Research Center, 2012). In everyday helping situations (e.g. “wrong number technique”² or asking a stranger for parking meter change) perceived lesbian women and gay men received less help from the public (Gabriel & Banse, 2006; Hendren & Blank, 2009; Shaw, Borough, & Fink, 1994) and at a slower rate, in comparison to perceived heterosexuals (Gore, Tobiasen, & Kayson, 1997).

Existing North American research has also focused on LGBT individuals during the interview and hiring processes (Nadler & Kufahl, 2014; Nadler, Lowery, Grebinoski & Jones, 2014; Reed, Franks, & Scherr, 2015). LGBT applicants have reported unfair treatment within the hiring process (Pew Research Center, 2013), and studies have demonstrated the negative experiences of individuals perceived as being homosexuals (Hebl, Foster, Mannix, & Dovidio, 2002). During employment interviews, researchers discovered that employers were more verbally negative, spent less amount of time, and used fewer words when interacting with individuals portrayed as homosexuals (Hebl et al; 2002). Such negative behaviors have resulted in sexual minorities reporting unwelcoming nonverbal behavior during employment interviews from potential employers (Hebl et al;

² Caller purposely makes a wrong number telephone call indicating that their car had broken down and they were out of change at a pay phone. The caller then requests help by asking the receiver to call their respective girlfriend/boyfriend for them.

2002). Given these trends, in the present study I expect that, people who have negative views of lesbian and gay individuals would be more likely to behave in a discriminatory manner. Therefore:

Hypothesis 1a: Biased attitudes towards homosexuals will be negatively related to evaluations for homosexual applicants such that higher biased attitude towards homosexuals scores will be related to lower evaluation scores, for homosexual applicants.

Hypothesis 1b: Biased attitudes towards homosexuals will be negatively related to hiring recommendations for homosexual applicants such that higher biased attitude towards homosexuals scores will be related to lower hiring recommendation scores, for homosexual applicants.

LGBT Individuals and Leadership Stereotypes

Few emerging literatures have examined the associations with gay men and lesbians in leadership positions. Whereas the general views of gay men and lesbians are negative, research suggesting the positive impact of gay men in leadership positions towards employees should be noted. According to a survey of 1,048 employees under the direct leadership of gay executives, significantly higher levels of job engagement, job satisfaction, and workplace morale are reported when compared to national U.S. statistics (Snyder, 2006). An additional research study has also focused on self-reports of gay men and lesbians in prominent positions. Coon's (2001) examination of 50 openly gay men and lesbians discovered that although they saw their sexual orientation as having a "positive or very positive impact" on their professional lives, most saw limits in their capacity to advance as out lesbian and gay leaders. These two studies demonstrates the

idea that LGBT individuals may bring diverse experiences to leadership tasks, whilst prodding for the much-needed examination into the LGBT leadership literature.

Even though researchers have failed to concentrate on the examination of stereotypes associated with LGBT individuals as leaders within the workplace, researchers have commonly focused on the prevalence of stereotypes associated with LGBT individuals and leaders independently. Stereotypes of gay males and lesbians have been linked to Freud's gender inversion theory such that gay males have been believed to be more like women than men, whereas lesbians have been believed to be more like men than women (Herek, 2002; Kite & Deaux 1987). Gay males are often perceived as being less masculine and more feminine than heterosexual men are, whereas lesbian women are perceived as being less feminine and more masculine than heterosexual women are (Blashill & Powlishta, 2009; Kite & Deaux, 1987). Additionally, it is often assumed that males and females who possess counter stereotypic traits are, or are likely to, become gay (Deaux & Lewis, 1984, Martin 1990; McCreary 1994).

Common stereotypes of gay males include being compassionate (Jackson & Sullivan, 1989), sensitive (Staats, 1978), open with their feelings (Madon, 1997), passive, (Gurwitz & Marcus, 1978), and empathetic (Kranz, 2017). Unlike gay males, research on lesbian stereotypes is limited. Nonetheless, lesbian females are often seen as being masculine (Kite & Deaux, 1987), more competent and less socially warm (Brambilla, Carnaghi, & Ravenna, 2011; Fiske, Cuddy, Glick, & Xu, 2002), more independent, more assertive, more competitive, and more self-confident than other subgroups of women (Kite & Deaux, 1987; Simon, 1998; Kite, 1994). Lesbian workers tend to make

significantly higher salaries than working heterosexual women (Berg & Lien, 2002; Gates, 2013; Human Rights Campaign, 2003) which in part can be explained by lesbians adopting aggressive negotiation tactics that are usually associated with men and higher economic outcomes (Mazei et al., 2015; Stuhlmacher & Walters, 1999). Conversely, working men in gay couples tend to make slightly less than their heterosexual male counterparts (Gates, 2013).

Drawing on Freud's gender inversion theory, when applied to sexual orientation and leadership, since gay males are perceived to be more like females, and lesbian women more like males, such stereotypes should lead to negative evaluations for gay males when leadership positions are considered, and conversely lead to positive evaluations for lesbian females. Therefore:

Hypothesis 2a: The applicant's gender and sexual orientation will interact such that lesbians will receive greater interview scores when compared to gay men and heterosexual females

Hypothesis 2b: The applicant's gender and sexual orientation will interact such that lesbians will receive greater hiring recommendations when compared to gay men and heterosexual females

In addition to stereotypes of LGBT persons, leadership stereotypes are also existent. Successful leaders are perceived as being masculine and/or containing predominantly masculine characteristics (Deal & Stevenson, 1998; Koenig, Eagly, Mitchell, & Ristikari, 2011; Powell & Butterfield, 1979; Schein, 1973; Schein, Mueller, Lituchy, & Liu, 1996). Additionally, agentic characteristics (e.g. assertive, dominant, and aggressive) are commonly associated with leadership positions whereas communal

characteristics (e.g. gentle, nurturing, and compassionate) are not (Schein, 1973; Eagly & Karau, 2002).

Since agentic characteristics are attributed more to men than women, and communal characteristics more to women than men, leadership is generally more associated with masculinity (Koenig et al., 2011). Based on Eagly and Karau's (2002) Role Congruity Theory, bias against female leaders occurs because female leaders violate the gender roles associated with being a leader. Due to female gender stereotypes, women are perceived to lack the typically masculine characteristics required to be successful in these jobs (Heilman, 1983) and when women are successful in stereotypical male roles, it is their violation of gender-stereotypic norms that facilitates negative responses towards them (Heilman & Okimoto, 2007). In line with these trends, it is hypothesized that:

Hypothesis 3a: The applicants' gender and sexual orientation will interact such that Heterosexual males will receive greater interview scores when compared to their female (heterosexual and homosexual) and male (homosexual) counterparts

Hypothesis 3b: The applicants' gender and sexual orientation will interact such that Heterosexual males will receive greater hiring recommendations when compared to their female (heterosexual and homosexual) and male (homosexual) counterparts

Cultural Differences in LGBT Acceptance

The differences in perceptions and attitudes towards homosexuality and LGBT individuals are widespread. Across the globe, the debate over homosexuality continues, with great variation in public opinion about the acceptability of homosexuality, laws regulating same-sex unions and penalties for homosexual sexual behaviors. According to the *International Lesbian, Gay, Bisexual, Trans and Intersex Association's State*

Sponsored Homophobia report, eight countries implement the death penalty and as many as 71 criminalize consensual same-sex sexual activity between adults in private (Carroll & Mendos, 2017). While research suggests that there is broad acceptance of homosexuality in North America, the European Union, and much of Latin America, the same cannot be said in other parts of the world. (Pew Research Centre, 2013b).

Widespread rejection of homosexuality is seen in predominantly Muslim nations, Africa, as well as in parts of Asia and Russia (Pew Research Centre, 2013b). Additionally, throughout the Caribbean, homosexual acts are still considered illegal in common tourist destinations such as Jamaica, Barbados, Trinidad & Tobago, and Saint Lucia (Carroll & Mendos, 2017). Taken together, these results demonstrate the large discrepancy of attitudes towards homosexuals throughout the world.

Across studies, researchers have identified several influences for the negative attitudes held towards LGBT individuals. Often, religion has been found to be a strong predictor of homophobia (Hunsberger, Owusu, & Duck, 1999; Laythe, Finkel, Bringle, & Kirkpatrick, 2002; Lingiardi et al., 2016; Morrison & Morrison, 2002; Rowatt, LaBouff, Johnson, Froese, & Tsang, 2009; Wilkinson, 2004). With most world religious traditions generally endorsing the disapproval of homosexuality (Siker, 2007; Wilcox, 2003) the concept of religion is undeniably an important factor concerning attitudes towards LGBT individuals. Among the most common ways in which 'religion' can influence attitudes towards homosexuality include whether a person is religiously affiliated, type of religion to which an affiliated person belongs, and the person's 'religiosity' defined as "the frequency with which they attend church and/or the extent to which religion is integral to

their lives” (Mason & Barr, 2006). Members of religious denominations are generally more prejudiced (Fisher et al, 1994; Schulte & Battle, 2004; Scott 1998) and more likely to reject homosexuality as morally wrong (Doebler, 2015). Religious fundamentalists typically portray higher levels of sexual prejudice (Herek & Capitanio, 1996), negative attitudes (Jonathan, 2008), and discriminatory attitudes (Kirkpatrick, 1993) towards homosexuals, compared to Christian orthodoxy. Research has shown that religiosity is also a significant predictor of negative attitudes towards homosexuals (Marsh & Brown, 2011; Negy & Eisenman, 2005). Individuals who attend church more frequently and/or consider religion integral to their lives are more likely to consistently disapprove of homosexual behavior (Patrick et al., 2013) and have higher levels of homophobia and heterosexism (Berkman & Zinberg, 1997; Kunkel & Temple, 1992).

In addition to religion, the race of an individual has also been known to influence attitudes towards LGBT individuals. Studies show that racial groups vary in their reports of perpetrating sexual prejudice (Lewis, 2003; Pew Research Center, 2009; Waldner, Sikka, & Baig, 1999). Blacks display greater disapproval of homosexuality when compared to Whites (Herek & Capitanio, 1995; Lewis, 2003; Newport, 2008; Vincent, Peterson, & Parrott, 2009) and Black Americans are less likely to support same-sex marriage (42%) and more likely to say that homosexual behavior is a sin (70%) (Pew Research Center, 2014).

These racial differences in greater disapproval of homosexuality amongst Blacks can also be attributed to religion (Daboin, Peterson, & Parrott, 2015; Rhue & Rhue, 1997; Sherkat, De Vries, & Creek, 2010). In their daily life, the influence of religion has been

found to be more prevalent in Blacks compared to Whites. Black Americans are more involved and have higher levels of religious participation compared to White Americans (Krause & Chatters 2005; Taylor, Chatters, Jayakody, & Levin, 1996). Black Americans read their Bibles outside of worship more (Goff, Farnsley II, Thuesen, 2014), are more likely to pray several times a day (Smith, 2012), and attend religious services more frequently (Pew Research Center, 2009). Additionally, Black Americans and Caribbean blacks are more likely to identify with being religious and spiritual, and less likely to report never attending religious services compared to non-Hispanic whites (Brown, Taylor, & Chatters, 2013; Chatters, Taylor, Bullard, & Jackson, 2008). Overall, Black Americans are considered the most religious racial group when compared with White, Hispanics, and Asians (Newport, 2011; Pew Research Center, 2009). Since Black Americans are considerably more religious than white Americans, and the highly religious are more likely to hold negative opinions of homosexuality, it is hypothesized that:

Hypothesis 4a: Race of the participants will impact the relationship between participant's attitudes towards homosexuality such that White participants will provide higher interview scores for gay and lesbian applicants compared to Black participants

Hypothesis 4b: Race of the participants will impact the relationship between participant's attitudes towards homosexuality such that White participants will provide greater hiring recommendations for gay and lesbian applicants compared to Black participants.

Race and Leadership

Although the rates for racial minorities gaining entry into managerial and

professional positions have increased over the years, in comparison to their counterparts they remain substantially behind (Couch & Daly, 2002). This can be explained by the established concept that prototypical leaders are White (Rosette, Leonardelli & Phillips, 2008). Research shows that the profiles of managerial characteristics for Caucasian managers are more similar to the successful-manager prototype than the profiles for minority managers (i.e. African American managers and Hispanic American managers (Chung-Herrera & Lankau, 2005). Additionally, White managers are stereotyped as being more competent and ambitious, whereas Black managers are stereotyped as being less polished (Block, Aumann, & Chelin, 2012). Since Black managers are evaluated negatively because they violate stereotypical societal roles (Knight, Hebl, Foster, & Mannix, 2003), it is hypothesized that:

Hypothesis 5: Regardless of the applicant's sexual orientation, participants will provide higher interview scores and hiring decisions for white applicants in comparison to Black applicants

Intersectionality of Sexual Orientation & Race

Coined in 1989, Kimberle Crenshaw's (1989) theory of intersectionality was used to explain the ways in which women of color experienced multiple forms of oppression as a result of belonging to both gender and racial minority groups. As for today, intersection theory expands towards other minority groups such that individuals experience oppression or privilege based on a belonging to a plurality of social categories (e.g. gender, race, class, sexual orientation, disability, etc.). Research demonstrates that when people are asked to make selection decisions, black male homosexuals and black female

homosexuals were the least likely to be selected (Crow, Fok, & Hartman, 1998). Taken together, it is hypothesized that:

Hypothesis 6: There will be a three-way interaction between the applicant's race, gender, and sexual orientation

Method

Participants

The sample was recruited using three different methods. Participants were first recruited via Saint Mary's University psychology department SONA online bonus point system. All participants through this recruitment method were directed to Qualtrics to complete the online questionnaire and granted 0.5-bonus points, which was allocated to an undergraduate psychology course.

The study also included participants recruited by convenience sampling through social media. More specifically, participants were contacted through Facebook by individually messaging Facebook friends as well as posting a recruitment advertisement offering no form of compensation (see Appendix A). Recruitment ads were also posted on Kijiji and Reddit.

Additional participants were recruited using snowball sampling. The researcher contacted friends, family, and colleagues with a recruitment script attached. Participants within this recruitment method were specifically asked to forward the email to others.

Four hundred-twenty (420) participants were recruited; however, data from 122 participants were excluded from the analyses due to failing the manipulation check (i.e.

recognition of the job applicant actor and/or failing to identify the gender of the applicants' spouse correctly). Consequently, a total of 297 participants were used to examine the effects of race, gender, and sexual orientation on interview ratings throughout Hypothesis 1 through 6. As seen in table 1, the sample consisted primarily of females (73.1%) and fell into the 18 – 24 age range (74.1%). More than half of participants identified as White (62.6%), heterosexual (80.5%), and a Canadian citizen (73.1%).

Study Design

This study consisted of a 2 (race) X 2 (sexual orientation) x 2 (gender) design. For the purpose of this study, it would have been misleading to look at the stereotypes of homosexuals, as a group, as different attributes are associated with gay men and lesbians. Thus, rather than looking at homosexual individuals as a single group, gender was also examined. Consequently, participants were randomly assigned to view a single résumé along with the video of an interview from one of the eight conditions previously stated.

Procedure

All participants were directed first to an informed consent form (see Appendix E), which provided a brief overview of the study's purpose and to ensure participants consented to participating in the study. Once the participants gave consent, they were then directed to a copy of the 'Director of Human Resources' job description and asked to take a few minutes to review the material. Next, participants were randomly assigned to one of the eight conditions: 2 (race) X 2 (sexual orientation) X 2 (gender)—outlined above. Once randomly assigned, participants were also asked to review the job applicant's résumé and

watch the video of the job interview.

Following the revision of presented materials, in order to verify that participants detected the cues implying sexual orientation, they were asked to select whether the applicant's spouse was a male or female. Subsequently, participants were asked a series of pre-survey demographic questions including their gender, age range, sexual orientation, race, and religion. Table 2 shows demographic information for each condition.

Next, participants were asked to evaluate how likely or unlikely the applicant would relate to a series of traits. Additionally, participants were presented with other measures used to assess the job applicants, which included The Attitudes towards homosexual scale and the Marlowe-Crowne social desirability scale. Consequently, participants were asked a series of post-survey demographic questions related to their primary language, occupation, and if they had recognized the applicant.

If participants failed to identify the correct gender of the applicant's spouse and/or recognized the applicant, they were removed from the sample. As mentioned previously, 122 applicants failed the manipulation check or recognized the applicant.

Materials

Interview Script. Interview questions and responses that efficiently tapped into the core job task for the position were initially developed. The first author, a subject matter expert (SME) who has extensive knowledge in creating interview questions, created the initial interview script based on the job description. An additional three SMEs consisting of 2 Master's and 1 PhD candidate in the Industrial/Organizational psychology program were recruited to provide feedback on the initial script, and taken into

consideration, resulting in the final script (See Appendix B). All eight scripts were identical except for the applicant covertly disclosing their sexual orientation. Since past situations and standardized questioning are better predictors of future performance compared to unstructured interviews tapping into hypothetical situations (Huffcutt, Conway, Roth, & Stone, 2001; Pulakos & Schmitt, 1995), the interviews took the form of a structured behavioral interview.

Table 1

Summary of demographics

Demographic Characteristic	n (%)
Age	
18 - 24	220 (74.1)
25 - 34	56 (18.9)
35 - 44	8 (2.7)
45 - 54	6 (2.0)
55 - 64	4 (1.3)
65 - 74	1 (0.3)
Gender	
Male	80 (26.9)
Female	217 (73.1)
Sexual Orientation	

Heterosexual	239 (80.5)
Homosexual	21 (7.1)
Bisexual	22 (7.4)
Other	10 (3.4)
Ethnicity	
White	186 (62.6)
Black	61 (20.5)
Mixed Background	17 (5.7)
East Asian/Pacific Isl.	8 (2.7)
South Asian	7 (2.4)
Middle Eastern	9 (3.0)
Aboriginal	4 (1.3)
Latino/Hispanic	2 (0.7)
Other	3 (1.0)
Canadian Citizen	
Yes	217 (73.1)
No	77 (25.9)
Level of Education Completed	
Secondary/High School	4 (8.7)
Trade/Technical/Vocational	2 (4.3)
College Diploma	4 (8.7)

Associate degree	1 (2.2)
Bachelor's degree	24 (52.2)
Master's degree	6 (13.0)
Professional degree	2 (4.3)
Doctorate Degree	0 (0.0)
Other	3 (6.5)

Table 2

Summary of demographic info by applicant interview conditions

Condition	Hetero White Male	Hetero White Female	Hetero Black Male	Hetero Black Female	Homo White Male	Homo White Female	Homo Black Male	Homo Black Female
	n	n	n	n	n	n	n	n
Participants								
Heterosexual								
White Males	6	8	5	5	3	6	4	2
White Females	8	16	15	16	17	11	11	16
Black Males	0	3	2	4	1	1	1	5
Black Females	3	3	6	3	5	4	6	5
Homosexual								
White Males	0	1	1	1	1	1	1	1
White Females	1	3	0	0	2	2	0	0
Black Males	0	1	0	0	1	0	0	0
Black Females	0	0	0	1	0	1	0	2

Job Description and Résumé. The first author also created the job description and résumé, which were vetted by the other SME's (See Appendix C). All résumés were identical except for two slight differences. First, in the section demonstrating skills, lesbian women and gay men indicated they specialized in LGBT Diversity Training whereas heterosexual applicants indicated they specialized in Training and Development. Second, under the professional affiliation sections, homosexual applicants indicated they were a member of a society for LGBT Human Resource Professionals whereas heterosexual applicants indicated they were a member of Society for HR management.

Video Interview. Four interviews were initially videotaped consisting of two actors portrayed as the applicant and the interviewer. Although there were four videos, each of the four applicants were asked to record an additional 10-second clip, disclosing they had a homosexual spouse. The 10-second clip was added to the original video to produce a second set of four videos that were identical to the first four except for the disclosure of sexual orientation. The interviewer was the same in all eight conditions.

Measures

Evaluation. To assess the participants' perceptions of the applicant, participants were asked to evaluate the applicant on a 21-item scale assessing five factors including competency, interpersonal hostility, communality, agenticism, and liking, all using a 5-point scale (Heilman & Okimoto, 2007). The competency scale had 5 items including competent, effective, productive, qualified, manipulative, and suitable ($\alpha=.91$). The interpersonal hostility scale had 5 items including abrasive, pushy, untrustworthy, and selfish ($\alpha=.64$). The communality scale had 4 items including supportive, understanding,

sensitive, and caring ($\alpha=.76$). The agenticism scale had 6 items including strong, assertive, tough, bold, active, and dominant ($\alpha=.81$). The liking scale had one item, which was “likeable” (See Appendix D for all scales and items).

Overall Evaluation. To assess how the participants scored the applicant on overall evaluation, they used one modified item from Cable & Judge (1997) “*On a scale from 1 (extremely negative) to 7 (extremely positive), please give your overall evaluation of this candidate?*”

Interview Performance. To assess how the participants scored the applicant on interview performance, one item was also used “*On a scale ranging from 1 (terrible) to 5 (excellent), how well do you think the applicant performed in the interview?*”

Hiring Recommendation. To assess how the participants scored the applicant on hiring recommendation score, one item was used. “*How likely are you to hire the applicant for the position based on all three components (i.e. the interview, résumé, and job description requirements)*” was based on a 7-point scale ranging from 1 (*extremely unlikely*) to 7 (*extremely likely*).

Attitudes towards Homosexuality. To assess the participants’ attitudes towards homosexuality, Kite and Deaux (1986) 21-item scale was used. Items were rated on a 5-point scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). Sample items include “*Homosexuality is a mental illness*” and “*I would not mind being employed by a homosexual.*” ($\alpha=.93$)

Marlowe-Crowne Social Desirability Scale (Personal Reaction Inventory). To assess whether respondents were answering truthfully or misrepresenting themselves as a

way of making themselves look more favorable, Marlowe and Crowne Short Form C (Fischer & Fick, 1993), 13- item scale, was used. Items were assessed on a true or false response format with sample items including “*No matter who I’m talking to, I’m always a good listener*” and “*I am sometimes irritated by people who ask favors of me*” ($\alpha=.69$).

Results

Due to the factorial design of this study, data analyses were conducted in two phases. First, in order to assess the relationship of attitudes towards homosexuals and employment interview outcomes, correlation analyses were conducted to determine if prejudiced attitudes were associated with both interview ratings and hiring recommendations. Separate correlations were conducted for the full sample, as well as only those subjects who were shown the homosexual applicant interview condition, to better depict any differing impact of prejudiced attitudes in the presence of a homosexual individual on employment outcomes in response to Hypothesis 1. Additionally, due to almost twenty percent (17.9%) of respondents identifying as non-heterosexuals, mean comparisons were performed to determine if interview scores for homosexual applicants were significantly different based on the participants’ sexual orientation.

Next, to test hypotheses 2 through 6, a 2 (Gender) X 2 (Sexual Orientation) X 2 (Applicant's Race) between-subjects factorial MANOVA was conducted. Since the three primary dependent variables, interview scores, hiring recommendation and overall evaluations, were highly related; MANOVA was considered the most appropriate analyses. Furthermore, MANOVA not only assessed the impact of all three independent

variables and their interactions, but also assessed the covariance of biased attitudes towards homosexual individuals and social desirability responses.³

Impact of Biased Attitudes on interview ratings

Before testing the relationship between biased attitudes and recommendations provided for the homosexual job applicant condition only, correlation analyses were conducted using all participants in both heterosexual and homosexual conditions. As shown in Table 3, attitudes towards homosexuals scores were related to interview scores, such that negative attitudes were directly related to negative interview scores and overall evaluations. Specifically, participants reporting more negative attitudes towards homosexuals tended to provide both lower interview performance scores ($r = -.15, p < .05$) and evaluation scores ($r = -.15, p < .05$). Correlational analyses also indicated that attitudes towards homosexuals were however not related to hiring recommendations; such that negative attitudes of homosexuals were not directly related to how likely participants were to hire the applicant ($r = -.08, p > .05$).

In order to determine whether homosexual applicants' mean interview scores differed by participants' sexual orientation, a one-way analysis of variance (ANOVA) was conducted. There was no statistically significant difference between group means such that heterosexual participants rated homosexual applicants statistically the same,

³ Both covariates were run separately; however there was no difference in results. Results with ATH as a covariate was reported.

when compared to bisexual, homosexual, and “other” participants. Consequently, heterosexuals and non-heterosexual participants were analyzed together when examining homosexual applicants.

Hypothesis 1a predicted that attitudes toward homosexuals would be related to interview scores for homosexual applicants. More specifically, higher scores on the attitudes towards homosexual scale would be related to less favorable interview scores when gay and lesbian applicants were examined.

Table 3

Descriptive statistics and correlations for all participants

	<i>M</i>	<i>SD</i>	1	2	3	4	5	6	7	8	9	10	11	12
1. Gender	-	-	-											
2. Canadian Citizen	-	-	.06	-										
3. Employed	-	-	.05	-.07	-									
4. ATH	1.45	.60	-.12*	-.48**	.07	(.93)								
5. Competency	4.42	.55	.08	.10	-.05	-.12*	(.91)							
6. Interpersonal Confl.	1.62	.56	-.10	.02	.01	.14*	-.09	(.64)						
7. Communality	3.84	.64	.06	.15*	-.05	-.06	.43**	-.22**	(.76)					
8. Agenticism	3.51	.68	.08	-.01	-.00	-.05	.42**	.16**	.22**	(.81)				
9. Likability	3.96	.79	.13*	.09	-.01	-.15*	.37**	-.22**	.50**	.30**	-			
10. Overall Eval.	6.24	.78	.02	.12*	.04	-.15*	.60**	-.23**	.47**	.32**	.47**	-		
11. Performance	4.31	.72	.04	.15**	-.02	-.15*	.58**	-.14*	.39**	.35**	.37**	.64**	-	
12. Hiring Recomm.	6.29	.95	-.01	.06	.04	-.08	.62**	-.18**	.39**	.32**	.43**	.72**	.65**	-

Notes: Reliability coefficients (Cronbach's alpha) are denoted on the diagonal.

For gender, 0 = male and 1 = female. For Canadian Citizen, 0 = No and 1 = Yes.

*ATH= Attitudes towards homosexuals. * = $p < .05$; ** = $p < .01$.*

N's range from 294 – 297 due to occasional missing data.

When examining all participants presented with the homosexual applicant interview condition only, the relationships between attitudes towards homosexuals and interview outcomes decreased, as shown in Table 4. In particular, the attitudes towards homosexual scale was no longer significantly related to overall evaluation ($r = -.12, p > .05$) and interview performance scores ($r = -.14, p > .05$); failing to support hypothesis 1a. Hypothesis 1b predicted that attitudes toward homosexuals would also be related to hiring recommendations. In line with hypothesis 1a, the relationship between attitudes towards homosexuals scores and hiring recommendations remained non-significant ($r = -.12, p > .05$), failing to support hypothesis 1b.

However, upon examining the relationships between all five evaluation subscales and overall evaluation, interview performance, and hiring recommendations, significant relationships were found. As shown in Table 4, competency, communality, agenticism, and likability were all positively related to interview scores. Taken together, these results suggest that even for homosexual applicants, interviewers are less likely to make employment evaluations based on their biased attitudes but rather on relative evaluation measures. When non-heterosexuals were excluded from the correlation analyses, the relationship between attitudes towards homosexual and overall evaluations, interview performance, and hiring recommendations remained non-significant. Further examination of correlation coefficients of all five evaluation subscales and attitudes towards homosexuals also yielded non-significant results. However, upon examining the relationships between all five evaluation subscales and overall evaluation, interview performance, and hiring recommendations, significant relationships were found.

Fisher's r to z transformation was used to examine whether there was a significant difference in correlations between heterosexual and non-heterosexual participants when evaluating homosexual applicants. Attitudes towards homosexuals was not related to overall evaluation scores for heterosexual participants, $r(116) = -.13$, $p > .05$, and non-heterosexual participants, $r(26) = -.07$, $p > .05$. The difference between these correlations was statistically non-significant, $z = 0.25$, $p > .05$. Attitudes towards homosexuals was also not related to interview performance scores for heterosexual participants, $r(117) = -.17$, $p > .05$, and non-heterosexual participants, $r(26) = .05$, $p > .05$, also demonstrating a non-significant correlational difference, $z = 0.94$, $p > .05$. Similarly, there was no relationship between attitudes towards homosexuals scores and hiring recommendation scores for heterosexuals, $r(117) = -.14$, and non-heterosexuals $r(26) = .01$. The difference between these correlations was also non-significant, $z = 0.66$, $p > .05$. These results demonstrate a weak relationship between ATH scores and interview evaluations, for both heterosexual and non-heterosexual participants.

Table 4

Correlations of participants who viewed homosexual job applicant interviews only

	1	2	3	4	5	6	7	8	9	10	11	12
1. Gender	-											
2. Canadian	.05	-										
3. Employed	.03	-.08	-									
4. ATH	-.14	-.42**	.07	-								
5. Competency	.06	.12	-.12	-.16	-							
6. Interper. Confl.	-.19*	.09	.01	.15	-.12	-						
7. Communality	-.04	.14	-.10	.00	.42**	-.15	-					
8. Agenticism	.06	-.01	-.05	-.07	.47**	.16	.20*	-				
9. Likability	.07	.07	-.07	-.13	.43**	-.11	.39**	.35**	-			
10. Overall Eval.	-.10	.07	.01	-.12	.59**	-.28**	.44**	.33**	.46**	-		
11. Performance	-.02	.13	-.06	-.14	.59**	-.19*	.42**	.42**	.41**	.64**	-	
12. Hiring Recomm.	-.05	.10	-.00	-.12	.63**	-.22**	.39**	.33**	.48**	.72**	.68**	-

*N = 113 - 117. * denotes $p < .05$ and ** denotes $p < .01$.*

Multiple regression analyses were conducted, regressing each of the three dependent variables separately (i.e. overall evaluation, interview performance, and hiring recommendation) onto attitude towards homosexuals, competency, interpersonal conflict, communality, agenticism, and likability, for homosexual applicants. Table 5 and 6 summarizes the regression analyses.

The combined variables explained a significant proportion of variance on overall evaluation scores, $R^2_{Adj} = .47$, $F(6,137) = 20.01$, $p < .001$. The unique effect of competency, interpersonal conflict, communality, and likability, were all significant. Individually, the unique effect of agenticism was not significant, as was the unique effect of attitudes towards homosexuals, $B = .010$, $t(137) = .12$, $p > .05$, $[CI_{95\%} = -.16, .18]$, $sr^2 = .007^2$; failing to support hypothesis 1a.

The combined variables also explained a significant proportion of variance on interview performance scores, $R^2_{Adj} = .41$, $F(6,138) = 17.91$, $p < .001$. Individually, the unique effect of attitudes towards homosexuals was also not significant, $B = -.04$, $t(138) = -.48$, $[CI_{95\%} = -.19, .12]$, $sr^2 = -.031^2$; further failing to support hypothesis 1a. However noteworthy, competency, interpersonal conflict, communality, and agenticism were significant.

In trend with hypothesis 1a, the combined variables explained a significant proportion of variance in hiring recommendation scores, $R^2_{Adj} = .45$, $F(6,138) = 20.75$, $p < .001$. Individually, the unique effect of attitudes towards homosexuals was not significant, $B = .019$, $t(138) = .185$, $p > .05$, $[CI_{95\%} = -.18, .22]$, $sr^2 = .011^2$; failing to support hypothesis 1b. Competency, interpersonal conflict, and likability however were

all significant. Taken together, these results suggest that whereas individuals' views of homosexuals do not have an effect on ratings of homosexual job applicants, relevant characteristics such as competency and interpersonal skills do.

Table 5

Summary of Variables Predicting Interview Ratings for Homosexual Applicants

Variable	Interview Performance			Overall Evaluation		
	B (SE)	β	[95% CI]	B (SE)	β	[95% CI]
ATH	-.038 (.079)	-0.031	-.193, .118	.010 (.086)	0.007	-.159, .179
Competency	.466** (.106)	0.357	.257, .675	.547** (.115)	0.375	.319, .774
Interpersonal Conflict	-.175* (.085)	-0.139	-.344, -.006	-.304** (.093)	-0.216	-.488, -.120
Communality	.181* (.082)	0.163	.019, .343	.209* (.090)	0.167	.032, .386
Agenticism	.211** (.078)	0.205	.056, .366	.112 (.085)	0.098	-.057, .280
Liking	.097 (.069)	0.106	-.039, .234	.184* (.075)	0.179	.036, .332
F		17.91**			20.01**	
R ²		0.438			0.467	

Table 6
Summary of Variables Predicting Interview Ratings for Homosexual Applicants

Variable	Hiring Recommendation		
	B (SE)	β	[95% CI]
ATH	.019 (.100)	0.012	-.180, .217
Competency	.819** (.135)	0.475	.552, 1.086
Interpersonal Conflict	-.223* (.109)	-0.134	-.439, -.007
Communality	.116 (.105)	0.079	-.091, .323
Agenticism	.043 (.100)	0.032	-.155, .241
Liking	.268** (.088)	0.221	.094, .442
F		20.75**	
R ²		0.474	

Table 7
Simple Regression of Attitudes towards Homosexuals Predicting Evaluation Subscales

Variable	B (SE)	β	t	p	[95% CI]	F	Adjusted R ²
Competency	-.149 (.075)	-0.16	-1.98	0.05	-.298, .000	3.91	.02
Interpersonal Conflict	.139 (.078)	0.15	1.78	0.08	-.016, .294	3.16	.02
Communality	.005 (.090)	0.00	0.05	0.96	-.173, .182	0.003	-.01
Agenticism	-.086 (.097)	0.10	-0.89	0.38	-.278, .106	0.79	-.00
Liking	-.163 (.108)	-0.13	-1.51	0.13	-.377, .051	2.27	.01

Simple regression analyses were also conducted, regressing attitudes towards homosexuals onto competency, interpersonal conflict, communality, agenticism and likability. As shown in Table 7, attitudes towards homosexuals was not a significant predictor of perceived competency, interpersonal conflict, communality, agenticism and likability, for homosexual applicants.

Impact of Gender and Sexual Orientation on Interview Ratings

A 2 (Applicant's Gender) X 2 (Applicant's Sexual Orientation) X 2 (Applicant's Race) between-subjects MANOVA was conducted to examine the effects on interview score, overall evaluations, and hiring recommendations. The Levene's test indicated that the assumption of homogeneity of variance had been met.

At the multivariate level, when tested using Wilks' Lambda, the combined dependent variables (i.e. interview score, overall evaluations, and hiring recommendations) were not significantly affected by the applicant's gender, $F(3, 282) = 1.19, p > .05$ or the applicant's sexual orientation, $F(3, 282) = 1.20, p > .05$. The interaction between gender and sexual orientation was also non-significant; $F(3, 282) = .332, p > .05$. Taken together, these results suggest that when evaluating applicants, participants are not likely to make decisions based on the applicant's gender or sexual orientation. Simply, the difference in applicant's sexual orientation did not have an effect on overall evaluations, interview scores, and hiring recommendations.

Hypothesis 2a predicted that lesbians would receive more positive interview scores than their gay (gay male) and female (heterosexual female) counterparts when applying for a leadership position. Mean comparison indicated that lesbian females

($M=4.16$, $SD=.67$) did not receive significantly better performance scores when compared to gay males ($M=4.40$, $SD=.74$) and straight females ($M=4.31$, $SD=.72$). Additionally, lesbian females ($M=6.25$, $SD=.76$) did not receive significantly better overall evaluations scores when compared to gay males ($M=6.31$, $SD=.84$) and straight females ($M=6.19$, $SD=.74$). As for hypothesis 2b, lesbian females ($M=6.26$, $SD=.97$) also did not receive significantly higher hiring recommendation scores when compared to gay males ($M=6.40$, $SD=.91$) and straight females ($M=6.21$, $SD=.99$).

When examining only heterosexual participants, the results remained the same. Lesbian females ($M=4.13$, $SD=.67$) did not receive significantly better performance scores when compared to gay males ($M=4.45$, $SD=.77$) and straight females ($M=4.27$, $SD=.74$). Additionally, lesbian females ($M=6.25$, $SD=.75$) did not receive significantly better overall evaluations scores when compared to gay males ($M=6.31$, $SD=.90$) and straight females ($M=6.16$, $SD=.76$). As for hypothesis 2b, lesbian females ($M=6.26$, $SD=.97$) also did not receive significantly higher hiring recommendation scores when compared to gay males ($M=6.36$, $SD=.99$) and straight females ($M=6.22$, $SD=1.05$).

Failing to support hypothesis 3a, participants did not rate heterosexual males ($M=4.36$, $SD=.72$; $M=6.26$, $SD=.77$) more positive than their female (heterosexual and homosexual) and male (homosexual) counterparts did on interview scores and overall evaluations, respectively. Failing to support hypothesis 3b, heterosexual males ($M=6.30$, $SD=.95$) also did not receive significantly better hiring recommendations than heterosexual females ($M=6.20$, $SD=.99$), homosexual females ($M=6.26$, $SD=.97$), or homosexual males ($M=6.39$, $SD=.92$).

Table 8

Summary of Means and Standard Deviations of Applicant's Sexual Orientation by Gender

Applicant	Overall Evaluation	Interview	Hiring	Competency	Interper.	Communal	Agenticism	Liking
		Perform.	Recomm.		Conflict			
		M (SD)	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)	M (SD)
Hetero Male	6.24 (.78)	4.35 (.74)	6.31 (.94)	4.47 (.52)	1.68 (.49)	3.75 (.65)	3.57 (.61)	4.00 (.71)
Hetero Female	6.19 (.74)	4.31 (.72)	6.21 (.99)	4.31 (.56)	1.61 (.62)	3.78 (.61)	3.42 (.71)	3.74 (.82)
Homo Male	6.31 (.84)	4.40 (.74)	6.40 (.91)	4.51 (.56)	1.59 (.70)	3.93 (.62)	3.50 (.75)	4.08 (.82)
Homo Female	6.25 (.76)	4.16 (.67)	6.26 (.97)	4.39 (.53)	1.58 (.39)	3.91 (.66)	3.57 (.64)	4.05 (.74)

Impact of Participant's Race on Homosexual Applicant Ratings

An independent samples T-test was performed comparing the means of interview performance, overall evaluation, and hiring recommendation scores of Black and White participants shown the homosexual applicant. Mean comparisons showed that White participants ($M = 6.27$, $SD = .78$) did not provide higher scores to homosexual applicants when compared to Black participants ($M=6.38$, $SD=. 83$) for overall evaluation scores; $t(119) = -.64$, $p > .05$. White participants ($M = 4.29$; $SD = .69$) also did not score homosexuals significantly higher than Blacks ($M = 4.30$, $SD = .81$) on interview performance scores; $t(120) = -.074$, $p > .05$. Failing to support hypothesis 4b, White participants ($M=6.31$, $SD = .95$) did not rate homosexual applicants significantly higher than Blacks ($M = 6.35$, $SD = 1.03$) on hiring recommendations; $t(120) = -.248$, $p > .05$.

An additional independent sample T- test was conducted to determine the difference between Black and White participants on the five evaluation subscales. One noteworthy finding is the significant difference in means on the interpersonal conflict subscale between Blacks and Whites. White participants ($M = 1.64$; $SD = .59$) scored homosexuals significantly higher than Blacks ($M = 1.36$, $SD = .40$) on interpersonal conflict; $t(120) = 2.49$, $p = .01$. It should be noted that there was a significant difference in means for the scales measuring biased attitudes towards homosexuals between Black and White participants. Independent sample t- test show that Black participants ($M = 2.00$, $SD = .71$) have significantly more biased attitudes towards homosexuals, than White participants ($M = 1.24$, $SD = .36$); $t(37.59) = -5.63$, $p < .01$.

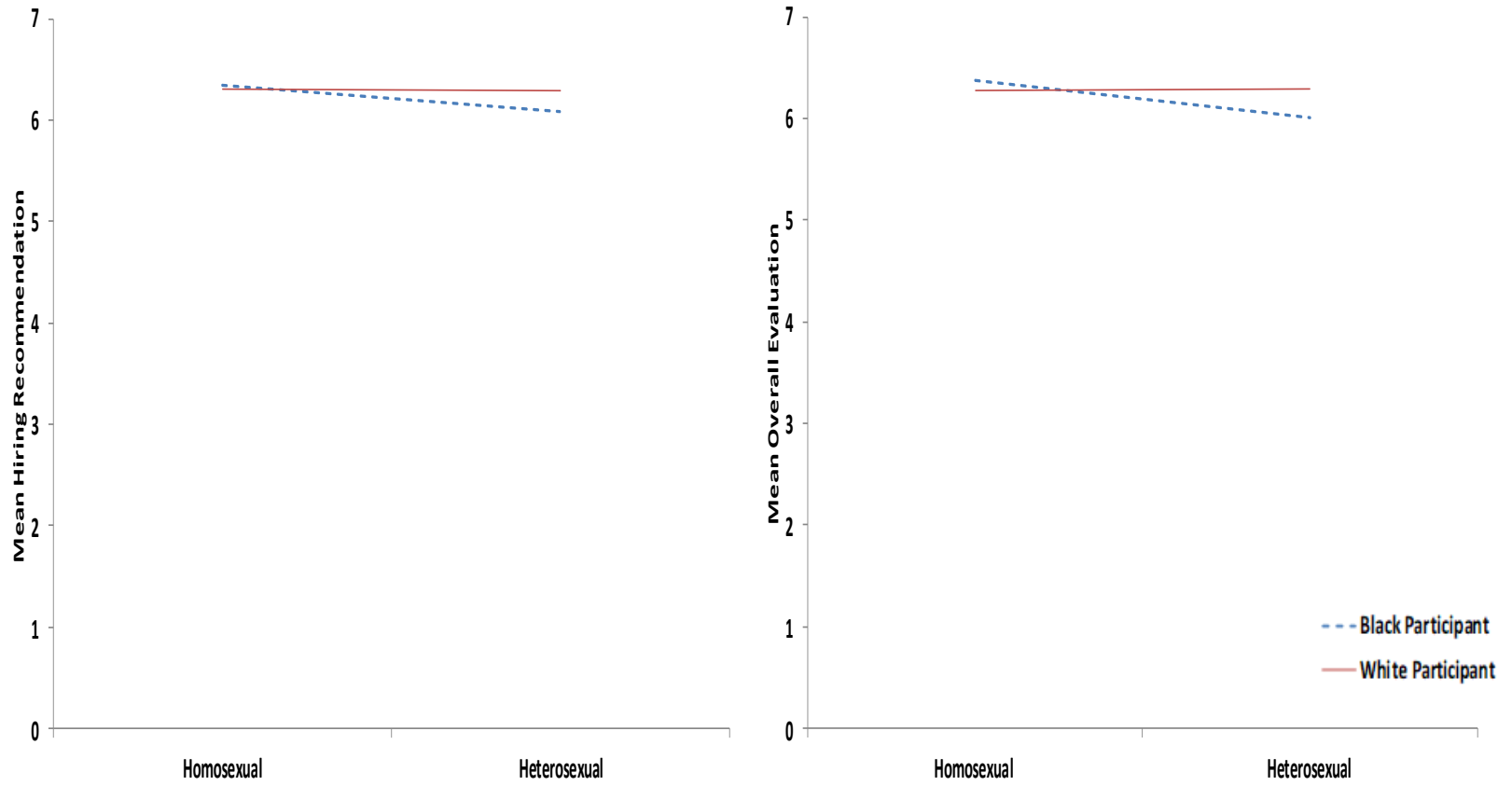


Figure 1: Shows the effect of participant’s race between sexual orientation on hiring recommendations and overall evaluations.

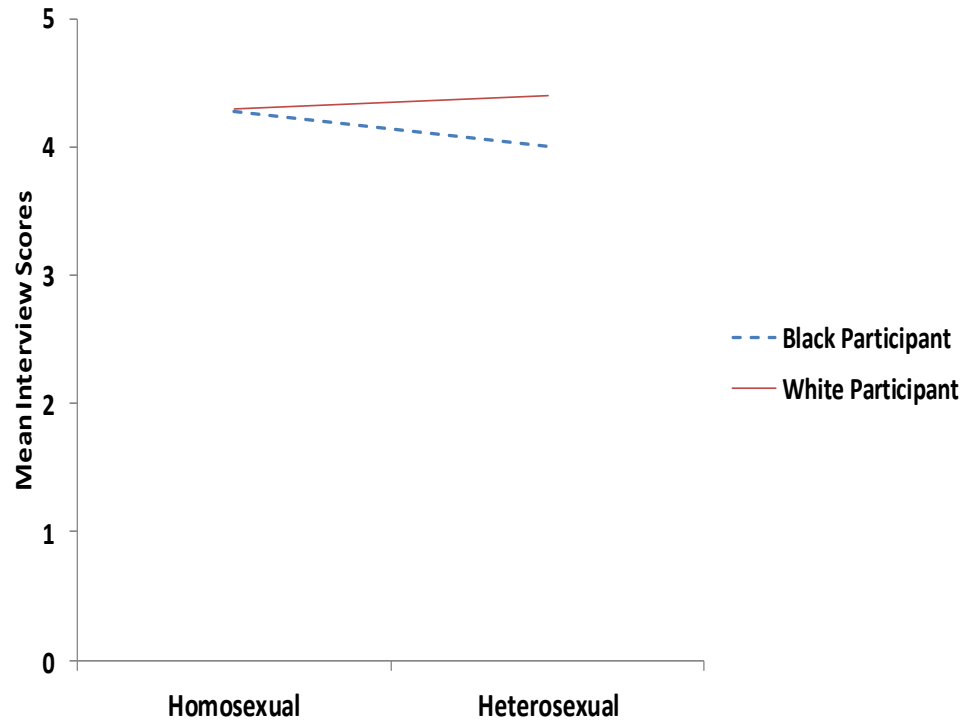


Figure 2: Shows the effect of participant's race between sexual orientation on interview scores

Race and Leadership

At the multivariate level, when tested using Wilks’ Lambda, $F(3,282)=1.27, p > .05$, there was no main effect of the applicant’s race on interview scores and hiring recommendations. This finding does not support Hypothesis 5, which proposed that participants would provide more favourable interview scores and hiring recommendations to white applicants compared to black applicants. As shown in Table 9, White applicants were not rated significantly better than Black applicants were.

Table 9

Means and standard deviations for applicant’s interview scores, hiring recommendations and overall evaluations

Applicant	Interview Rating	Hiring Recommendation	Overall Evaluation	n
	<i>M (SD)</i>	<i>M (SD)</i>	<i>M (SD)</i>	
Gender				
Male	4.38 (.74)	6.35 (.93)	6.28 (.81)	141
Female	4.24 (.70)	6.23 (.98)	6.22 (.75)	152
Race				
White	4.29 (.75)	6.27 (1.04)	6.18 (.81)	136
Black	4.32 (.69)	6.30 (.88)	6.31 (.74)	157
Sexual Orientation				
Heterosexual	4.33 (.72)	6.25 (.97)	6.22 (.75)	149
Homosexual	4.28 (.71)	6.33 (.95)	6.28 (.80)	144

Intersectionality of Gender, Sexual Orientation, & Race

Results from the factorial MANOVA revealed a non-significant multivariate main effect for the interaction between the applicant's race and sexual orientation using Wilks' Lambda, $F(3, 282) = 1.03, p > .05$. Furthermore, when the applicant's gender was included, there was also a non-significant multivariate main effect for the interaction between the applicant's race, sexual orientation, and gender (Wilks' Lambda, $F(3, 282) = 1.00, p > .05$); failing to support hypothesis 6. Cell means and standard deviations according to the factorial design are shown in Table 10.

Table 10

Means and standard deviations for interview performance, hiring recommendations and overall evaluations

Applicant		Interview Rating	Rank	Overall Evaluation	Rank	Hiring Recommendation	Rank	n
		<i>M (SD)</i>		<i>M (SD)</i>		<i>M (SD)</i>		
1.	White heterosexual male	4.38 (.75)	3	6.04 (.82)	8	6.19 (1.30)	7	26
2.	White heterosexual female	4.18 (.69)	7	6.08 (.78)	7	6.11 (1.11)	8	38
3.	White homosexual male	4.44 (.79)	1	6.38 (.82)	2	6.49 (.89)	1	39
4.	White homosexual female	4.12 (.74)	8	6.18 (.81)	6	6.27 (.91)	5	33
5.	Black heterosexual male	4.34 (.71)	5	6.39 (.72)	1	6.36 (.69)	2	44
6.	Black heterosexual female	4.41 (.74)	2	6.29 (.68)	4	6.29 (.87)	3	41
7.	Black homosexual female	4.20 (.61)	6	6.30 (.72)	3	6.25 (1.03)	6	40
8.	Black homosexual male	4.34 (.70)	4	6.22 (.87)	5	6.28 (.96)	4	32

Discussion

Employment discrimination research has failed to examine the combined effects of individual characteristics (race, gender, and sexual orientation) as it relates to leadership positions. Consequently, the purpose of this study was to examine the intersectional effects of race, gender, and sexual orientation during employment interviews for a leadership position. Additionally, as the majority of employment discrimination studies are conducted primarily with North American participants, the current study sought out to provide a cross cultural examination of attitudes and perceptions of gay and lesbian individuals in leadership positions by using a diverse set of participants. Although the current study was unable to obtain a cross cultural sample or support the proposed hypotheses, some noteworthy findings did emerge suggesting that the negative impact of race, gender, and sexual orientation on employment interview outcomes may be declining.

Failing to support hypothesis 1a, attitudes toward gay and lesbians were not related to interview ratings, such that as negative attitudes increased, interview ratings for homosexual applicants decreased. Negative attitudes towards gay and lesbians were also not related to hiring recommendations for homosexual applicants; failing to support hypothesis 1b. Our findings are inconsistent with previous research, suggesting that negative attitudes towards LGBT individuals are not related to a decrease in evaluation scores for lesbian and gay applicants.

Failing to support both hypothesis 2a and hypothesis 2b, lesbian applicants did not receive more positive interview ratings, overall evaluations, and hiring recommendations when compared to gay males and straight females. These findings may be attributed to

the “double jeopardy hypothesis” which refers to the existence of any two disadvantaged statuses holding greater negative consequences than the existence of either one alone (i.e. homosexual and female) (Dowd & Bengtson, 1978). While research examining the double jeopardy hypothesis have focused on gender and racial minorities (i.e. women of color; Berdahl & Moore, 2006; Greenman & Xie, 2008; Sidanius & Veniegas, 2000) the theory can still be applied to the combination of any two statuses which are negatively valued by society. Although lesbian females are seen as possessing characteristics of a successful leader (Kite & Deaux, 1987; Brambilla, Carnaghi, & Ravenna, 2011; Fiske et al., 2002; Simon, 1998, Kite, 1994), gay males were still rated more positively on interview ratings, overall evaluations, and hiring recommendations. These results further support the barriers women (both heterosexual and homosexual) face in the workplace as it relates to violating gender roles.

Although heterosexual males received modestly more positive interview ratings and hiring recommendations compared to heterosexual and homosexual females, these results were non-significant; failing to support hypotheses 3a and 3b. Contrary to expectations, these results suggest that when leadership positions are considered, gay males are possibly more at an advantage and more likely to be hired, than previously believed. One possible explanation may be that LGBT individuals tend to have more education than the general population (2013 Pew Research Center LGBT survey) which may have counteracted the negative assumptions made with regards to LGBT individuals and more specifically, gay males. However, even though research suggests that LGBT individuals are more educated, LGBT individuals still earn less money than heterosexual

individuals (Egan, Edelman, & Sherrill, 2008; 2013 Pew Research Center LGBT survey; Factor & Rothblum, 2007).

As there was no significant difference between participant's race on interview performance, overall evaluations, and hiring recommendations, the results from this study was unable to support Hypothesis 4a and 4b, which hypothesized that White participants would provide higher interview ratings for homosexual applicants when compared to Black participants. These results can be explained by the fact that although blacks in general have more negative attitudes towards homosexuality, Black Americans are more opposed to antigay employment discrimination (Lewis, 2003) and are more sympathetic towards bias against the LGBT community (Public Religion Research Institute, 2017) compared to Whites Americans.

As there was no main effect of the applicant's race on interview scores and hiring recommendations, hypothesis 5 was not supported, which hypothesized that participants would provide higher interview ratings for white applicants when compared to black applicants. These results suggests a positive shift from the concept of successful leaders being White, towards the consideration of Blacks in leadership positions

The results also did not support hypothesis 6, which hypothesized that there would be a three-way interaction between applicant's race, gender, and sexual orientation on hiring recommendations and interview ratings. However, some interesting findings did emerge. When all three interview scores were averaged, male applicants, (i.e. white homosexual and black heterosexual) received the top two highest scores respectively. One possible justification for these results is that, in role congeniality terms (Yoder, 2001), an

out gay male leader may be perceived as effective only to the extent that he does not transgress gender norms too obviously or “flaunt” his homosexuality (Fassinger, Shullman, & Stevenson; 2010). As the homosexual male applicants did not display stereotypical roles associated with being a gay male, negative assumptions towards gay males may have been mitigated.

Inconsistent with previous research suggesting that black heterosexual males are at a disadvantage when leadership positions are considered (Marquardt, Brown, & Casper, 2016; Chung-Herrera & Lankau, 2005; Landau, 1995); results from this study suggests otherwise. One plausible explanation for this includes Heilman's (1983) lack-of-fit model, which predicts that, in a managerial position, men reap the rewards of being attractive whereas women do not (Marlowe, Schneider, & Nelson; 1996). Research shows that when applicants are equally qualified, attractive individuals receive better ratings on hiring decisions, competence, and likeability (Dipboye, Arvey, & Terpstra, 1977; Marlowe, Schneider, & Nelson, 1996). It is possible that the combination of the prominent heterosexual female sample and attractiveness of the black heterosexual male applicant resulted in higher ratings. It should be noted here that in the literature there was one study (Crow, Fok, & Hartman; 1998), which was somewhat consistent with these findings. In the Crow, Fok, and Hartman (1998) study hiring authorities were required to select six out of eight candidates for an accountant position. Results from the study showed that black male heterosexuals were third most likely to be selected. However, the results should be taken into consideration. Due to Crow, Fok, & Hartman (1998)

examination of an entry-level position, participants may have been less biased towards a black male, when hiring for a lower level position.

When all three interview scores were averaged, results also showed that white female applicants (i.e. both heterosexual and homosexual) were rated the most negatively. These findings are consistent with previous research suggesting that males tend to receive higher ratings when leadership positions are considered and that they are more likely to be hired for such positions when compared to their female counterparts (Eagly, Makhijani & Klonsky, 1992; Eagly & Karau, 2002). Taken together, the results of this research suggest that individual characteristics can negatively affect interview ratings and hiring recommendations and this may be particularly true for female applicants considering leadership positions.

Limitations and Future Research

Although this study was completed under the most stringent conditions, there are a number of limitation which should be addressed. Noting that the primary focus of this study was to examine the interactions of race, gender, and sexual orientation on employment interviews, sample size and demographics should be a primary concern. The implementation of a three-factor experimental design facilitated a reduced number of participants in comparison groups, which may have caused an issue in attaining significant results. Additionally, the use of a Canadian university's psychology department as a key recruitment population resulted in a predominantly white female sample. Seeing that heterosexual females are more accepting of homosexuality, and even more so gay males (Herek, 1998; Herek, 2002; Raja & Stokes, 1998; Finlay & Walther,

2003), it is possible that the lack of male participants may fail to reflect an overall accurate depiction of attitudes towards homosexual applicants; failing to provide significant results. Also, seeing that Blacks are less accepting of homosexuality (Glick & Golden, 2010; Lewis, 2003), a small Black sample may have also resulted in failure to reflect real differences in perceptions of interview response. Finally, the large makeup of university-aged students making pivotal decisions as it relates to employment should also be noted. Their lack of skills and experience may have had a positive effect on the results thus it would be interesting to see how skilled and more experienced hiring managers scored candidates. Overall, these discrepancies may limit the generalizability of the results in this study; therefore, future research should include a much larger and more diverse sample; specifically more males, more Blacks, and skilled-professionals.

Second, the subtle manipulation of the applicant's sexual orientation is also a limitation. Since homosexual applicants did not display stereotypical roles associated with being a homosexual, negative scores towards homosexual applicants may have been mitigated. Although the homosexual applicant's résumé identified that they were the member of an LGBT professional society, many participants may have failed to associate this with being homosexual. As a way to combat this, it was simultaneously decided that the homosexual applicants would explicitly state they were married to their respective husband or wife. However, since this disclosure was mentioned at the end of a 10-minute interview, due to the length of the video, participants may not have completed watching the full video. Consequently, participants may have failed to identify the applicant's sexual orientation, which may have produced inaccurate results. Although responses from

a number of participants were removed to mitigate this limitation, future research would benefit by portraying homosexual applicants who explicitly violate gender roles. More specifically, the portrayal of butch lesbians (lesbians who present gender along the “masculine” end of the gender spectrum--e.g., clothing style, hair style, mannerisms) and feminine gay males not only facilitates execution of the manipulation but also provides a more extensive examination of LGBT research.

Third, as this study focused on senior level leadership positions, it was second nature to ensure participants were aware of the applicants’ qualifications by presenting a substantially qualified applicant. However, research shows that when considering racial discriminations, hiring decisions are impacted only when the candidate is clearly unqualified (Dovidio & Gaertner, 2000). Presenting a potential manager that was highly competent might have unintentionally counteracted the impact of stereotypical expectations. Future research should seek to simultaneously incorporate the depiction of ambiguously qualified candidates as a way to examine these effects.

Fourth, although the use of an online study in a participant’s own environment increases sample size, this specific design may have influenced participants to respond in a not so serious manner. Thus, future research should consider a more realistic interview setting, where participants can be more engaged by serving as an actual interviewer.

Finally, the interview structure should also be addressed. Researchers have frequently studied interview structure types (structured vs. unstructured) during employment interviews (Campion, Palmer, & Campion, 1997; Judge, Cable, & Higgins, 2000; Posthuma, Morgeson, & Campion, 2002; Wiesner & Cronshaw, 1988). Simply

defined as “an interview consisting of a standardized set of job-relevant questions, and a scoring guide” (Kelloway, Catano, Day, 2011), research demonstrates structured interview as a valid predictor of job performance (Huffcutt & Arthur, 1994; McDaniel, Whetzel, Schmidt, & Maurer, 1994; Wiesner & Cronshaw, 1988; Wright, Lichtenfels, & Pursell, 1989). Additionally, structured interviews have been linked to significant reduction of bias based on personal characteristics including race, gender, and disability (Bragger, Kutcher, Morgan, & Firth, 2002; Levashina, Hartwell, Morgeson, & Campion, 2014). The results from this study are consistent with previous research suggesting that standardized interviews can reduce biases. Furthermore, despite research showing their significant benefits, research demonstrates the uncommon use of structured interviews (Simola, Taggar, & Smith, 2007). Future research should also seek to examine the effects of an unstructured interview on sexual minority applicants and upper level positions.

Conclusion

The current study provides reassuring information as it relates to the effects of race, gender, and sexual orientation in employment interviews for a leadership position. Overall, the results suggest that individuals are not inclined to provide less favourable hiring recommendations for gender, racial, and sexual minorities, under experimental conditions. While these results may encourage more minorities to confidently apply for leadership positions, both researchers and employers should be wary due to the previously mentioned limitations. It is my hope that this research serves as a tool to further explore the effects of multiple characteristics (more importantly sexual orientation) on employment outcomes. Additionally, it is anticipated that this study serves

as a starting point to further examine LGBT attitudes amongst Caribbean nationals.

Finally, I hope that this study will enable researchers to develop rectification procedures in order to help mitigate instances of employment discrimination, by ensuring fair procedures and incorporating diversity, to improve organizational functioning.

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Appendix A – Recruitment Script**Title:** Investigation of Interview Ratings**REB File #16-109****Researcher:** Krista Wright (kristawright1@hotmail.com)**Supervisor:** Victor Catano (vic.catano@smu.ca)Department of Psychology Saint Mary's University
Halifax, NS, B3H 3C3

Hello,

I am currently completing my master's thesis at Saint Mary's University in Industrial and Organizational psychology. I would like to invite you to participate in a research study to investigate how people rate interviews by watching a recorded interview, and rate how the interviewee did, and providing a hiring recommendation.

This study should take about 20-30 minutes to complete and requires you to be able to play YouTube clips on your computer, and be able to watch and listen to the audio/video clips while taking the survey.

This survey will be conducted on-line to ensure complete anonymity. The information that is being gathered in this survey has the potential to increase the understanding of the job interview process and hiring outcomes.

Your participation would be greatly appreciated and is completely voluntary!
This research study poses minimal risks to participants, but personal information is requested, thus we ensure anonymity and confidentiality of our participants.

This research has been reviewed and approved by the Saint Mary's University Research Ethics Board.

Anonymous Survey Link: A reusable link that can be pasted into emails or onto a website, and is unable to track identifying information of respondents.

https://smuniversity.qualtrics.com/SE/?SID=SV_8Ba7KyF4kqla16Z

Please forward this message to friends and family above the age of 18.

Kind Regards,

Krista Wright
MSc Student, Saint Mary's University
kristawright1@hotmail.com

Appendix B – Interview Script

Interviewer: Good morning, [applicant's name]! Welcome to the interview!

Applicant: Good morning!

Interviewer: So before we get started, I just want to give you a brief overview of the interview process, what we are going to be doing, and what to expect.

Applicant: OK. Sounds good!

Interviewer: Having been in HR you know that behavioral interviewing is more valid than other types of interviews; particularly "gut feelings".

So I'm going to use a structured interview using behavioral questions pertaining to past behavior. I will ask about a time in your life when you have dealt with certain types of situations. When answering these questions, it is important that you provide enough background information to allow me to understand the situation. Please be as specific as possible about your role in the events – so what you did, how and why you did it, and what the outcome of the situation was.

Interviewer: If you need to, you can take a few moments to collect your thoughts and think about your answer. Do you have any questions before we begin?

Applicant: No. I'm actually really excited. Normally I'm the one asking the questions so it'll be fun to be on the other side of things.

Interviewer: Ok great! So tell me about yourself, your background and experience as it relates to Human Resources.

Applicant: To begin, I earned my Bachelors degree in Business Management from University of Toronto cum laude and I also have an MBA with a concentration in Human Resources Management from [University of Toronto as well]. I am also a designated Certified Human Resources Consultant (CHRC)

In terms of my professional experience, I have over 5 years experience as a human resources manager as well as 2 years of experience as a director of human resource at one of the leading HR consultancy firms – Deloitte.

I pride myself on my diverse expertise in recruiting, training, performance management, career development, diversity program development, employee relations, benefits, compensation, payroll, safety, and compliance issues. In fact, my most recent

accomplishment includes working with senior management to assist in the launch of a start up company which consisted of creating HR policies and procedures; recruiting employees; developing orientation, training and incentive programs as well as managing leave-of-absence programs amongst other key HR functions

In addition, I am a hands-on manager, who demonstrates exceptional communication skills, and thrives in a fast paced environment. Moving forward, I am looking to further my career as an HR director in an environment where my skills and work experience can be utilized while contributing valuable insights to [Company]

Interviewer: *Very impressive! So moving on to the behavioral questions.*

Question 1: Decision Making

Interviewer: *Tell me about a time when you recently had to make a tough decision at work? How did you go about analyzing the issue and making a decision? What was the result of your decision?*

Applicant: *As a manager, the most difficult decisions I make involve layoffs. While I do not like making those kinds of choices, I do not shy away from this part of my job. Before making these tough decisions, I always think carefully about what is best for the organization and my employees. I usually sit down and think about the issue for about a week or so rather than making hasty decisions.*

A few years ago, I had to let some employees go due to the economic climate. With this specific scenario, I created a detailed document outlining the pros and cons of keeping and firing employees. Although this was a hard decision, ultimately it was necessary to lay off a few employees for the good of the company and everyone working for the organization.

In the end, I decided to let go employees based on both seniority and performance. I understood that this was a hard time for the employees; hence I assured them that I would help them look for a new position and also provide a reference if they needed it.

Question 2: Leadership

Interviewer: *Leaders who try to take on too many tasks by themselves will struggle to get anything done. Describe a time where you had to delegate tasks during a project? How did you delegate responsibilities to your team?*

Applicant: *I always begin by giving careful consideration to which tasks are appropriate for delegation and who is the best person in the team to receive these tasks. This often depends on current workloads, time constraints and each individuals experience level and*

development needs.

I find the best tasks to delegate are those in which my team members have more expertise or information on than I do. This is especially true if they are day-to-day type activities, I find my team members can then perform these better and faster than I can.

If on the other hand the tasks are critical to the success of the project or the organization as a whole, then I tend not to delegate those. High profile tasks that have a low tolerance for mistakes are often better managed by me. For instance, responsibilities that has to do with strategic initiatives, recruitment of new team members, confidential information

Once tasks are delegated, I deliver clear expectations amongst other important information such as deadlines and all necessary steps required to successfully complete the tasks. Throughout the project, I follow up with employees to make sure that the task is going smoothly and has been done well.

Question 3: Communication Skills

Interviewer: *Describe a time when you were able to effectively communicate a difficult or unpleasant idea to an employee? What was the situation? What did you say or do? What was the outcome?*

Applicant: *There was an employee who received a poor performance appraisal. They were always late, lacked a strong work ethic and seemed to have lost all forms of motivation. As a result of this, the employee was also not eligible for a salary increase.*

I emailed the employee the previous day, letting him know that I would like to speak with him and that we should arrange a meeting for the following day in which he agreed. The following day, I was direct and honest with my approach. I informed the employee that he had a 30% late record and his work just wasn't up to standard. I informed him that every action had a reaction and as a result of this he wouldn't be eligible for a salary increase.

Unsurprisingly, the employee was distraught. I calmly told him that he however would be eligible for an increase in 6 months once his performance increased. The employee asked how he could do this, and together we set up a plan to help the employee get back on track. I told him that being on time would be a critical feature in improving his assessment since he would not be late anymore and he would have more hours to complete the work in an efficient manner. I also told the employee that if he had any future concerns he should feel free to drop by in my office anytime.

The employee left the office feeling hopeful and in the following 6 months the

employee performance improved and he was able to receive a salary increase.

Interviewer: *Wonderful! Well, I'm really impressed with your answers and I don't think we need to pursue this any further.*

Interviewer: *I just have one more question. I see you mentioned here that you are originally from St. John's, Newfoundland. Are you willing to relocate for this position?*

Applicant: *Yes, I am more than willing to move. My spouse is currently between jobs and [he/she] is more than willing to relocate. Plus we do not have any children yet, so relocating is not a concern*

Interviewer: *Perfect. Ok so let me just make sure that I've covered everything. Do you have any questions for me?*

Applicant: *When will you be making a decision?*

Interviewer: *Our recruiting team member will be in touch with you over the next week or two to let you know the next steps.*

Applicant: *Perfect!*

Interviewer: *Well thanks, _____ it was really nice talking with you today.*

Applicant: *It was nice talking to you too! Thank you*

Appendix C – Job Description and Résumés

The primary purpose of the [Director of Human Resources] is to plan, direct, and/or coordinate human resources activities and staff of an organization. Major areas of responsibility include, but are not limited to: recruitment, training, compensation and benefits administration, training, employee/labor relations, organizational development and payroll.

Roles and Responsibilities:

- Serve as a link between management and employees by handling questions, interpreting and administering contracts and helping resolve work-related problems.
- Analyze and modify compensation and benefits policies to establish competitive programs and ensure compliance with legal requirements.
- Advise managers on organizational policy matters such as equal employment opportunity and sexual harassment, and recommend needed changes.
- Perform difficult staffing duties, including dealing with understaffing, refereeing disputes, firing employees, and administering disciplinary procedures.
- Plan and conduct new employee orientation to foster positive attitude toward organizational objectives.
- Identify staff vacancies and recruit, interview and select applicants.
- Plan, direct, supervise, and coordinate work activities of subordinates and staff relating to employment, compensation, labor relations, and employee relations.
- Plan, organize, direct, control or coordinate the personnel, training, or labor relations activities of an organization.
- Administer compensation, benefits and performance management systems, and safety and recreation programs.
- Provide current and prospective employees with information about policies, job duties, working conditions, wages, opportunities for promotion and employee benefits.
- Analyze statistical data and reports to identify and determine causes of personnel problems and develop recommendations for improvement of organization's personnel policies and practices.
- Prepare and follow budgets for personnel operations.
- Analyze training needs to design employee development, diversity training and health and safety programs.
- Conduct exit interviews to identify reasons for employee termination.
- Develop or administer special projects in areas such as pay equity, savings bond programs, day-care, and employee awards.

Required Experience and Education

- Minimum of 8 years HR experience, specifically as an HR Manager or similar role
- Master's degree in human resources or business administration
- Bachelor's Degree in Human Resources or related field
- Senior Professional in Human Resources (SPHR) certification required

Required Skills

- Demonstrated strategic thinking, negotiation, and leadership skills
- Excellent communication and interpersonal skills
- Strong conflict management skills
- Excellent problem solving and decision making skills.
- Demonstrated skills to motivate, direct employees and managers to meet desired ends

JOHN SMITH

11 Cedar St. | St. John's, Newfoundland | A1A 0A0 | 709.444.000 | john.smith@gmail.com

DIRECTOR OF HUMAN RESOURCES

Human Resources Director offering more than 10 years of experience developing ground-level policies, implementing training programs, and providing innovative human capital solutions within start-up companies and global organizations. Strategic business leader talented at driving individual and organizational change, improving performance, and increasing productivity. Executive-level relationship manager proven in building and maintain solid partnerships between employees, internal, and external business leaders.

Policy Development

Performance Management

Negotiations, Mediation & Arbitration

Organizational Development

Benefits Administration

Strategic Planning

Compensation

Labor Relations

Selection

Consulting

Training & Development

Employee & Executive Relations

Recruitment & Retention

Occupational Health & Safety

Organizational Change

PROFESSIONAL EXPERIENCE

Senior Human Resources Consultant

ABC Start-Up Company

2014 – Present

Tokyo, Japan

Recruited for a long-term contract position to assist in the development and implementation of HR procedures for a start-up company in Tokyo, Japan. Collaborated with senior management to create HR policies and procedures; recruit employees; create group benefits databases; and develop orientation, training, compensation and incentive programs.

Accomplishments:

- Played a key role in ensuring the successful launch of a now globally leading office. Designed and implemented programs and policies in the areas of training, compensation structures, benefits packages, incentives and new-employee orientation.
- Developed employee manual covering issues including disciplinary procedures, code of conduct, and policy & benefits information.
- Introduced company's first formal performance review program, creating a flexible and well-received tool that was later adopted company-wide.
- Revised job descriptions across all levels and 50+ categories. "Shadowed" and interviewed employees to construct an accurate picture of the duties and skills required for each position.

Director, Human Resources

Deloitte

2008 – 2014

St. Johns, NL

Reported directly to the CEO and directed the human resources functions at a fast growing world-renowned organization with various locations located throughout Canada. Provided overall strategic HR leadership to the executive leadership team by providing support for all HR functions. Served as an internal consultant to company management team, supervisors and employees on personnel issues that affected performance and business relationships.

Accomplishments:

- Designed and implemented worldwide recruitment procedure, resulting in maximized fit between candidates and job further leading to a 33% decreased turnover rate.
- Established comprehensive employee conflict resolution processes, which resulted in reducing management/employee relation issues by over 50% annually.
- Slashed recruitment fees by \$60,000 annually by redesigning recruitment procedures. Saved company thousands of dollars every month by reducing reliance on employment agencies. Brought the majority of formerly outsourced recruiting functions in-house to reduce billable hours from 200+ to less than 15 per month.

Director, Human Resources

2006 – 2008

The Bank of Nova Scotia

Toronto, Ontario

Provided oversight, guidance, and coordination of all technical and operational aspects of various areas in Human Resources such as benefits administration and wellness; workforce planning and employment; new employee orientation and onboarding; classification and compensation; HRIS and Payroll systems; and adherence to and compliance with federal and state laws, best practices, and organizational policies and procedures.

Accomplishments:

- Trained 25-member management team on interviewing techniques and best practices, conducting workshops and one-on-one coaching sessions that contributed to sound hiring decisions.
- Devised creative and cost-effective incentive and morale-boosting programs (including special events and a tiered awards structure) that increased employee satisfaction and productivity.
- Reduced the dollars spent on benefits by changing health insurance carriers; responsible for finding a new and more affordable insurance company to insure all employees
- Installed an employee assistance program that resulted in reduced employee sick time.

Human Resources Manager

2000 – 2006

The Bank of Nova Scotia

Toronto, Ontario

- Began tenure as Human Resources Coordinator subsequently promoted to HR Manager supporting 300 employees.
- Coached staff members individually, helping them to identify and overcome barriers to their success.
- Advised managers on employee relations’ matters as well as staffing and candidate selection.

Accomplishments:

- Hand-selected by Senior Vice President of HR and promoted to HR Manager among 50 highly qualified candidates throughout Halifax to significantly exceed expectations.
- Built and maintained a pool of qualified, through ready-for-hire candidates to quickly fill key positions as warranted and source for hard-to-fill positions.
- Implemented annual employee engagement survey that became an integral part of the company culture. Survey feedback resulted in actionable plans that contributed to the overall growth and success of the organization.

EDUCATION

University of Toronto

- **Master of Business Administration – Human Resources Management Conc.** **2000**
- **Bachelor of Commerce (Cum Laude)** **Human Resources Management** **1999**

CERTIFICATION

- Certified Senior Professional in Human Resources (SPHR)
- Certified Human Resources Executive (CHRE)
- Certified Global Professional in Human Resources (GPHR)

PROFESSIONAL AFFILIATION

- Member, Society for Human Resource Management (SHRM)
- Member, International Public Management Association for Human Resources

NICOLE SMITH

11 Cedar St. | St. John's, Newfoundland | A1A 0A0 | 709.444.000 | nicole.smith@gmail.com

DIRECTOR OF HUMAN RESOURCES

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Performance Management

Negotiations, Mediation & Arbitration

Organizational Development

Benefits Administration

Strategic Planning

Compensation

Labor Relations

Selection

Consulting

LGBT Diversity Training

Employee & Executive Relations

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Occupational Health & Safety

Organizational Change

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- Devised creative and cost-effective incentive and morale-boosting programs (including special events and a tiered awards structure) that increased employee satisfaction and productivity.
- Reduced the dollars spent on benefits by changing health insurance carriers; responsible for finding a new and more affordable insurance company to insure all employees
- Installed an employee assistance program that resulted in reduced employee sick time.

Human Resources Manager

2000 – 2006

The Bank of Nova Scotia

Toronto, Ontario

- Began tenure as Human Resources Coordinator subsequently promoted to HR Manager supporting 300 employees.
- Coached staff members individually, helping them to identify and overcome barriers to their success.
- Advised managers on employee relations’ matters as well as staffing and candidate selection.

Accomplishments:

- Hand-selected by Senior Vice President of HR and promoted to HR Manager among 50 highly qualified candidates throughout Halifax to significantly exceed expectations.
- Built and maintained a pool of qualified, through ready-for-hire candidates to quickly fill key positions as warranted and source for hard-to-fill positions.
- Implemented annual employee engagement survey that became an integral part of the company culture. Survey feedback resulted in actionable plans that contributed to the overall growth and success of the organization.

EDUCATION

University of Toronto

- **Master of Business Administration – Human Resources Management Conc.** **2000**
- **Bachelor of Commerce (Cum Laude)** **Human Resources Management** **1999**

CERTIFICATIONS

- Certified Senior Professional in Human Resources (SPHR)
- Certified Human Resources Executive (CHRE)
- Certified Global Professional in Human Resources (GPHR)

PROFESSIONAL AFFILIATION

- Member, Society for Lesbian, Gay, Bisexual, and Transgender Human Resource Professionals
- Member, International Public Management Association for Human Resources

Appendix D - Measures

Is the applicant's spouse a he or she?

- He
- She

What is your gender?

- Male
- Female

Which age range do you fall in?

- Under 18
- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65-74
- 75 – 84
- 85 or older

What is your Sexual Orientation?

- Heterosexual
- Homosexual
- Bisexual
- Other

Please select which ethnic/racial group you belong to?

- White/Caucasian (A person having origins in any of the original peoples of Europe, the Middle East, or North Africa)
- Black/African American (A person having origins in any of the Black racial groups of Africa – includes Caribbean Islanders and other of African origin.)
- Latino/Hispanic
- Middle Eastern
- South Asian
- East Asian/Pacific Islander
- Native American or American Indian
- Aboriginal
- Mixed Background
- Other

Are you a Canadian citizen?

- Yes
- No

What is your religion?

- No religion (including Agnostic, Atheist)
- Roman Catholic
- United Church
- Anglican
- Presbyterian
- Greek Orthodox
- Christian Orthodox
- Baptist
- Pentecostal
- Lutheran
- Jehovah's Witnesses
- Jewish
- Islam (Muslim)
- Buddhist
- Hindu
- Sikh
- Other

On a scale ranging from 1 (not at all important) to 5 (extremely important), how important is your religion to you?

- Not at all important
- Slightly Important
- Moderately important
- Very important
- Extremely important

Evaluation Heilman & Okimoto, 2007

Please indicate your level of agreement with the following traits below.

As The Director of Human Resources, the applicant would be:

Not at all Slightly Moderately Very Extremely

Competency

1. Competent
2. Effective
3. Productive
4. Qualified *
5. Suitable *

Interpersonal conflict scale

1. Abrasive
2. Pushy
3. Untrustworthy
4. Manipulative
5. Selfish

Communality scale

1. Supportive
2. Understanding
3. Sensitive
4. Caring

Agenticism

1. Strong
2. Assertive
3. Tough
4. Bold
5. Active
6. Dominant

Liking

1. Likeable

On a scale from 1 (extremely negative) to 7 (extremely positive), please give your overall evaluation of this candidate? (Cable & Judge, 1997)

- Extremely negative
- Moderately negative
- Slightly negative
- Neither positive nor negative
- Slightly positive
- Moderately positive
- Extremely positive

On a scale ranging from 1 (terrible) to 5 (excellent), how well do you think the applicant performed in the interview?

- Terrible
- Poor
- Average
- Good
- Excellent

On a scale ranging from 1 (extremely unlikely) to 7 (extremely likely), how likely are you to hire the applicant for the position based on all three components (i.e. the interview, résumé, and job description requirements)?

- Extremely unlikely
- Moderately unlikely
- Slightly unlikely
- Neither likely nor unlikely
- Slightly likely
- Moderately likely
- Extremely likely

Homosexuality Attitude Scale (Kite & Deaux, 1986)

Strongly Disagree	Somewhat Disagree	Neither agree nor
disagree	Somewhat Agree	Strongly Agree

Please indicate your level of agreement with the items below using the following scale:

1. I would not mind having a homosexual friend.
2. Finding out that an artist was gay would have no effect on my appreciation of his/her work.
3. I won't associate with known homosexuals if I can help it.
4. I would look for a new place to live if I found out my roommate was gay.
5. Homosexuality is a mental illness.
6. I would not be afraid for my child to have a homosexual teacher.
7. Gays dislike members of the opposite sex.
8. I do not really find the thought of homosexual acts disgusting.
9. Homosexuals are more likely to commit deviant sexual acts, such as child molestation, rape, and voyeurism (Peeping Toms), than are heterosexuals.
10. Homosexuals should be kept separate from the rest of society (i.e., separate housing, restricted employment).
11. Two individual of the same sex holding hands or displaying affection in public is revolting.
12. The love between two males or two females is quite different from the love between two persons of the opposite sex.
13. I see the gay movement as a positive thing.
14. Homosexuality, as far as I'm concerned, is not sinful.
15. I would not mind being employed by a homosexual.
16. Homosexuals should be forced to have psychological treatment.
17. The increasing acceptance of homosexuality in our society is aiding in the deterioration of morals.
18. I would not decline membership in an organization just because it had homosexual members.
19. I would vote for a homosexual in an election for public office.
20. If I knew someone were gay, I would still go ahead and form a friendship with that individual.
21. If I were a parent, I could accept my son or daughter being gay.

_____ Note: Items 1,2, 6, 8, 13, 14, 15, 18, 19, 20, and 21 are reverse scored

Marlowe-Crowne Scale (Reynolds's Form C)

Listed below are a number of statements concerning personal attitudes and traits. Read each item and decide whether the statement is True or False as it pertains to you personally.

1. It is sometimes hard for me to go on with my work if I am not encouraged.
2. I sometimes feel resentful when I don't get my way.
3. On a few occasions, I have given up doing something because I thought too little of my ability.
4. There have been times when I felt like rebelling against people in authority even though I knew they were right.
5. No matter who I'm talking to, I'm always a good listener.
6. There have been occasions when I took advantage of someone.
7. I'm always willing to admit it when I make a mistake.
8. I sometimes try to get even rather than forgive and forget.
9. I am always courteous, even to people who are disagreeable.
10. I have never been irked when people expressed ideas very different from my own.
11. There have been times when I was quite jealous of the good fortune of others.
12. I am sometimes irritated by people who ask favors of me.
13. I have never deliberately said something that hurt someone's feelings.

Scoring

- Assign each respondent a social desirability score based on their answers to the questions on the scale.
- Add 1 point to the score for each "True" response to statements 5, 7, 9, 10, and 13.
- Add 0 points to the score for each "False" response to these statements.
- Add 1 point to the score for each "False" response to statements 1,2,3,4,6, 8, 11, and 12.
- Add 0 points to the score for each "True" response to these statements.

Is English your primary language?

- No
- Yes

Are you **CURRENTLY** a student?

- Yes → If yes, What year of study are you in?
- No → If no, What is the highest level of education you have completed?

What year of study are you in?

- First year
- Second Year
- Third Year
- Fourth Year
- Other

What is the highest level of education you have completed?

- None (no high school diploma)
- Secondary/High School (i.e. graduate, diploma or the equivalent GED)
- Trade/technical/vocational training
- College Diploma
- Associate degree
- Bachelor's degree
- Master's degree
- Professional degree
- Doctorate degree
- Other

Are you **CURRENTLY** employed?

- No
- Yes → If yes, What type of job do you hold?
→ If yes, What is your current occupation?

What type of job do you hold?

- Full-time

- Part time
- Casual
- Seasonal

What is your current occupation?

- Clerical
- Management
- Professional
- Retail/ Sales
- Service Staff
- Public Service
- Health Care
- Information Support
- Skilled Trades
- Other

Have you ever been to a job interview?

- Yes
- No

Do you recognize the person being interviewed?

- Yes
- Maybe
- Yes

Appendix E – Informed Consent Form

Title: Investigation of Interview Ratings

REB File #16-109

Researcher: Krista Wright (kristawright1@hotmail.com)

Supervisor: Victor Catano (vic.catano@smu.ca)

Department of Psychology Saint Mary's University

Halifax, NS, B3H 3C3

I would like to invite you to participate in a research study to investigate how people rate interviewees. This study consists of a series of questionnaires and should take about 30 minutes to complete. **Please note that this study requires you to be able to play YouTube clips on your computer, and be able to watch and listen to the audio/video clips and then complete a short survey.**

If you choose to participate you will be asked to review a job description, a résumé, watch a brief interview, and rate how the interviewee did, and give us a hiring recommendation. You will also be asked to fill out a demographic survey which includes age range, sex, religion, job position, etc. This study has the potential to contribute to knowledge in the field of Industrial/Organizational (I/O) Psychology by adding to the theoretical frameworks within the leadership and selection research domains by giving a better understanding of hiring outcomes.

This survey is conducted on-line to ensure complete anonymity. The ***only two*** individuals who will see your information are Victor Catano and Krista Wright (SMU research team). The data will be stored on-line via Qualtrics where ***only*** these two individuals will be able to have access to your information, by the use of a password. All individual data collected by the researchers will remain confidential to these two individuals and no individual responses will be shared with other third parties. The results from this study will be reported as group totals only so that individual responses cannot be identified.

This research study poses minimal risks to participants, which may include feelings of discomfort. Please be informed that if, for any reason during the study, you feel uncomfortable or unable to continue, you are ***under no obligation to participate and free to stop answering the survey at any time. Your participation is completely voluntary and you will not be penalized for not completing this survey, or for withdrawing your responses.*** However, it should be noted that once you have submitted your survey, as we will not be able to retrieve your individual information, we will not be able to discard your individual contributions from the survey. Although we encourage you to answer all of the questions, please feel free to disregard questions you do not wish to answer. As compensation, SMU undergraduate students will be given 0.50 bonus points for their time.

In the event that you experience anxiety or stress symptoms please contact the researcher, supervisor, Saint Mary's University Counselling Centre at counselling@smu.ca (Saint Mary's University student's only). In addition, Shepell-fgi offers 24/7 free, confidential phone counselling to Saint Mary's students. If you are in an emergency or crisis after hours, please contact Shepell-fgi at 1-855-649-8641 and tell them you need immediate assistance. If you would like to know more about the study, or are interested in the results of the study, please feel free to contact the researcher(s), at the contact information listed above.

This research has been reviewed and approved by the Saint Mary's University Research Ethics Board. If you have any questions or concerns about ethical matters, you may contact the Chair of the Saint Mary's University Research Ethics Board at ethics@smu.ca or (902) 420-5728.

Agreement:

I understand what this study is about and appreciate the risks and benefits. I have had adequate time to think about this and have had the opportunity to ask questions. I understand that my participation is voluntary and that I can end my participation at any time.

- I give consent to participate in this research study
- I do not give consent to participate in this research study

Appendix F - Feedback Form**Title:** Investigation of Interview Ratings**REB File #**16-109**Researcher:** Krista Wright (kristawright1@hotmail.com)**Supervisor:** Victor Catano (vic.catano@smu.ca)Department of Psychology Saint Mary's University
Halifax, NS, B3H 3C3**Thank you for your time!****Your participation is greatly appreciated and very helpful!**

The study you completed will provide important information on understanding and mitigating employment discrimination amongst minority groups. More specifically, results from the current study will be used to determine how sexual orientation intersects with race and gender to influence leadership evaluations during the interview process. Additionally, the results will be used to better understand how common stereotypes of gays and lesbians influence evaluations of job applicants for leadership positions. Therefore, the results from this study provides the scholarly community and organizational industry to gain a better understanding of what leads to employment discrimination as well as how to decrease employment discrimination.

It should be noted that although items assessing attitude toward homosexuality may be misinterpreted as endorsing offensive sentiments, such items are used to assess people's stereotypes, misconceptions, and anxieties about homosexuals in order to determine whether individuals hold a favorable or unfavorable evaluation of homosexuals.

The results from this study will be reported as a group summary as part of my Master's thesis. If you would like to know more about this study feel free to contact the researcher(s). If you have any questions, comments, or have experienced any adverse form of psychological strain please feel free to contact the researcher or supervisor at the above contact information.

This research has been reviewed and approved by the Saint Mary's University Research Ethics Board. If you have any questions or concerns about ethical matters, you may contact the Chair of the Saint Mary's University Research Ethics Board at ethics@smu.ca or 902-420-5728.

To ensure that your responses are recorded, click the red arrow located at the bottom right of the screen.

Thank you again for your participation in this study!!!