PERCEPTIONS OF EMPLOYEE RACE, SKILLS, AND THEIR IMPACT ON JOB
ASSIGNMENT DISTRIBUTION

by

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I dedicate this work to the most amazing person I know – my mom, Yung. Thank you for all of the unconditional support and love you have shown me through every aspect of my life. You are my biggest inspiration, my motivation, and my hero. You always will be.

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ABSTRACT

This study evaluated the impact of racial perceptions on distributing job assignments to employees. Participants evaluated four employee résumés and performance appraisals to determine which employee was most qualified for four different job assignments. Two of the four job assignments were considered racialized for Black and Asian races. It was found that participants were capable of correctly distributing job assignments based on qualifications, but still demonstrated subtle prejudices on what types of races they believed would most likely hold the various job assignments. These findings may be due to the amount of contact participants have with individuals of different races and the types of jobs they have seen these individuals holding. The results suggest that subtle racial prejudice exists and could possibly influence various functions of the workplace.

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CHAPTER I

Introduction and Literature Review

Progressive movements throughout history and the increase of immigration have made the American workforce more diverse than ever. Since the installment of the Civil Rights Act of 1964, equality has expanded to a number of groups that were once not legally protected. Today, individuals of any gender, race, color, religion, or national origin have equal employment rights. This has led to an increase in workplace diversity. In fact, according to the United States Bureau of Labor Statistics, the U.S. is expected to have a 12 percent increase of African American workers, 8 percent increase of Asian workers (more than double in size), and a 30 percent increase of Hispanic workers by the year of 2050, (Toossi, 2012). This growing change in the workforce's ethnic make-up can have many benefits such as added creativity, increased market share, and competitive advantage (Roberson & Kulik, 2007). However, some organizations still struggle with managing diversity. One of the possible reasons could be due to the fact that there are still lingering racial prejudices within management despite how assimilated American culture has become.

Modern Racism in the Workplace

Despite the progress America has made in diversity and inclusion, racism still exists. According to Guillaumin (1995), racism can be defined as an individual's thoughts and beliefs about a particular racial group. There is a broad approach to what is considered racial discrimination in today's society. Many studies and stories told in the media emphasize the major discriminatory events that occur, such as the denial of

housing or employment (Deitch et al., 2003). However, since the Civil Rights Movement, it seems as if open acts of racism have decreased and that prejudiced beliefs have started to fade in the United States (Brief, Dietz, Cohen, Pugh, & Vaslow, 2000). Yet, there are many studies that show that racism is not disappearing, but is evolving into more subtle behaviors that seem harmless. These behaviors are sometimes ignored or overlooked; therefore, this subtle form is considered more acceptable or justifiable (Brief et al., 2000). These sorts of lingering negative racial attitudes can have detrimental consequences if demonstrated in the workplace.

In the workplace, employees may be less likely to demonstrate blatantly prejudice or racist behaviors or opinions because it is progressively being considered politically incorrect (Olaizola, Diaz, & Ochoa, 2014). Therefore, employees may exude subtle racism through discriminatory acts that may not fully reflect how much prejudice employees face while on the job (Deitch et al., 2003). It is less common to see blatant acts of racism in the workplace, but rather, subtle acts that are negative but less obvious. Because these acts are not as blatant, the underlying motives are not as clear, making it easier to hide racist attitudes. This form of racism is known as 'modern racism' (Deitch et al., 2003). These subtle forms of expressing racism, such as avoidance, unfriendly verbal and nonverbal communication, or failure to demonstrate organizational citizenship behavior (OCBs; Deitch et al., 2003), may not be obviously recognized by others. OCBs are behaviors that employees demonstrate that are not within their job title, such as helping a co-worker or being considerate of those around them (Jex & Britt, 2008). With this in mind, focusing solely on major or more obvious acts of discrimination that occur

is insufficient to capture the experience of discrimination many face in the workplace

(Deitch et al., 2003).

Contact hypothesis.

It may be possible that prejudice can decrease when the degree of contact with

different groups of people increases. This concept is called the contact hypothesis (Baron

& Byrne, 2003). The contact hypothesis is considered to be effective for three different

reasons. First, it is believed that the more contact individuals have with individuals of

different groups can lead to identifying similarities between them. When individuals see

themselves as more similar, it can lead to mutual attraction (or likeableness; Baron &

Byrne, 2003). Another reason why the contact hypothesis can be effective is that it can

help alter stereotypical views about a group. This occurs when an individual is exposed to

adequate amounts of inconsistent information about a group or when individuals of a

group meet several exceptions to these stereotypes (Kunda & Olesen, 1995). Lastly,

when contact is increased, it can help counter the false impression that all individuals in

an identified group are the same (Baron & Byrne, 2003). If individuals have increased

contact with different groups of people, this could potentially help foster collaborative

work environments and positive work relationships amongst a group of diverse

employees.

Many studies have examined the contact hypothesis and its impact on prejudice,

but very few have made the clear distinction on how it affects blatant and modern forms

of prejudice separately. Researchers Olaizola et al. (2014) conducted a study that

measured how blatant and subtle prejudice in adolescents was influenced by intergroup

contact. They discussed previous research that has evaluated prejudice using measures that provide politically correct responses, but could lead to artificial scores when subtle racism is not accounted for. The researchers defined subtle prejudice as less recognizable, more pervasive, and more resistant to change. It was hypothesized that influence of intergroup contact would be smaller on subtle prejudice than it would be on blatant prejudice. Researchers found that levels of blatant prejudice by adolescents were lower than the levels of subtle prejudice. These subtle forms of prejudice are considered more politically correct, and people are less aware of the prejudicial behaviors and feelings. This finding implies that studies examining blatant prejudice may arrive to the inaccurate conclusion that prejudice is diminishing. It also implies that subtle prejudice is not as easily manipulated through intergroup contact (Olaizola et al., 2014).

Racist thoughts, feelings, and behaviors may still be present within an employee, even if they do not show blatantly prejudice behaviors. It may be very subtle. This could be important to recognize when working with a diverse group in a work environment and determining the best interventions to build a strong, collaborative workforce. Though subtle prejudice can be more difficult to eliminate, it can still be altered when presented with enough information or encounters that are inconsistent with their beliefs toward a group (Baron et al, 2003). Subtle forms of racial attitudes and perceptions can carry over into the organizational culture and impact the job performance of others. If employees enter their workplace believing there is a lack of mutual respect for teamwork within their organization, they could potentially mimic the same negative behaviors toward their fellow employees.

Stereotyping

       One of the ways of demonstrating subtle prejudice is through stereotyping. A stereotype can be considered as one's generalizations and expectations about certain people or groups (Jones, 1990). As a result, these stereotypes are often used to describe these types of people or groups - a natural human inclination (Jones, 1990).

       Stereotypes can be drawn from everyday attributions that are made. The behaviors of individuals are attributed to their general dispositions such as their personality or attitude, rather than considering the current situation (Taylor, Peplau, & Sears, 2006). Factors that can influence stereotyping are ingroup and outgroup identification. Ingroups are considered to be the group in which individuals categorize themselves in in regards to similar demographics, behaviors, values, etc. An outgroup would be a group that an individual finds distinctively different from themselves and could be viewed as threatening (Viki, Abrams, & Winchester, 2013). When ingroup members have little to no contact with those of an outgroup, it may become more difficult to identify the outgroup as more than just their stereotypes.

       For example, many whites believe that African Americans are less motivated due to the attribution made from their lower educational and income levels (Kluegel, 1990). Though not all stereotypes are accurate, there is sometimes a "grain of truth" to them. For example, Asian Americans tend to perform fairly well academically, and high crime and welfare rates are linked to African Americans (Taylor et al, 2006). Though there may be some examples that support these stereotypes, these overgeneralizations do not accurately represent every single individual within these groups and can lead to negative

consequences. For instance, because Caucasians tend to link African Americans to crimes and violence, African Americans often experience fear and avoidance from Caucasians in public areas (Feagin, 1991). Therefore, stereotyping can be quite destructive, particularly in areas where diverse groups need to work together.

Some may find it difficult to develop relationships and/or work with individuals of different backgrounds. In regards to race, there have been previous studies that show that some racial groups are more likely to develop personal relationships with those of another race. Charles, Fischer, Mooney, and Massey (2009) studied personal relationships between college students of the same race and of different races. It was found that Whites and African Americans have a stronger tendency to form same race friendships, while Asians and Latinos tend to develop friendships with students of a different race rather than their own race. Similarly, researchers Espenshade and Radford (2009) also found that White and African American students tend to form same race friendships, and Latinos have more friendships with different races. However, in contrast with Charles et al. (2009), Espenshade and Radford (2009) indicate that Asian students have more friendships with other Asian students. In regards to dating and developing romantic relationships, Espenshade et al. (2009) found that very few Whites and African American students have dated outside of their race, while the majority of the Asian and Latino student population has dated outside of their race at least once before. Based on the findings from these studies, it seems that Whites and African Americans may have less contact with different racial groups, which could possibly indicate they have stronger prejudices toward other races, according to the contact hypothesis. In contrast, Asians

and Latinos may possibly have less prejudice toward other races because they tend to interact with them more. It may be possible that some minority race groups are less likely to demonstrate prejudice and stereotyping. The current study will investigate these assumptions within a workplace setting.

Previous studies have shown that stereotypes can have negative outcomes for affected groups. More specifically, stereotypes that tend to be associated with jobs could possibly influence workplace decisions. According to Cesare, Dalessio, & Tennenbaum (1988), the stereotypes of an African-American woman (e.g., strong-willed, independent, low levels of cognitive ability) may not be aligned with the requirements found in a computer sales job (e.g., strong technical skills, outgoing, customer service skills). In other studies conducted by Landau (1995) and Greenhaus and Parasuraman (1993), it was found that Caucasian managers received higher performance ratings than African-American managers. This could be due to the fact that stereotypes associated with Caucasians are typically associated with stereotypical views of a managerial role (Maume, 1999). Along with negative racial attitudes, stereotypes can be carried across a variety of workplace functions such as selection, placement, and even performance appraisals, which could lead to poorly made decisions that can have detrimental consequences. Upon the presence of racism or stereotyping in the workplace, employees and the organization as a whole can be at risk for the effects of stereotype threat.

From an individual standpoint, stereotype threat, "the fear of confirming a stereotype," occurs when individuals can feel threatened when they fear they may be negatively stereotyped. This often leads to decreased performance, self-handicapping,

and disengagement (Flanagan & Green, 2011). When individuals experience stereotype threat, they can experience anxiety, which, in turn, may lead to poor performance. They may also blame external reasons for their lack of success, instead of evaluating the true nature of their performance and abilities. Finally, individuals can feel threatened and begin distancing themselves from their co-workers (Hosoda, Stone, & Stone-Romero, 2003). All of these factors can lead to an uncomfortable work environment (fears of going to work, workplace harassment, etc.) and negatively impact overall organizational success.

The findings from the previous studies mentioned suggest that relationships between employee skills and characteristics and the perceptions of the applicant through racial attitudes or stereotypes could possibly impact the type of job they receive. As mentioned earlier, stereotyping is a natural human inclination (Jones, 1990) and can also be a subtle form of prejudice. A hiring manager may not be aware that their stereotypical views could influence the selection decisions they make. Therefore, it is necessary to execute proper and standardized employee selection procedures and select the applicant whose skills are relevant to the job.

Racial Perceptions and Selection

Job applicants should be hired into an organization based on their knowledge, skills, and abilities (KSAs) and how aligned these are with the organization's needs. Ensuring that employees are selected fairly is important, but can be difficult to monitor, especially if the decisions are based upon racial stereotypes. It is important to consider the racial perceptions that a hiring manager may have to ensure ethical hiring procedures.

Racial perceptions can play a biased and negative role in employee selection. Gerbert et al., (2003) conducted a study to determine if participants would select a white, male doctor, regardless of the participant's own race and whether additional exposure to the doctor would alter their initial choice. Participants watched six videos of six different physicians: one male and one female African-American, Latino, and European American. The participants were most biased to physicians of their own race based on the introductory video they watched, which showed limited information about the physicians' credentials. After watching a second video that had the physicians give a brief health advice message, there were percentage increases of doctors of a different race that were selected. After the first video, 44 percent of participants chose a physician of a different race. After the second video, there was a 7 percent point increase on participants selecting a physician of a different race (Gerbert et al., 2003). The findings of this study suggest that with more exposure to and knowledge of an outgroup's credibility, individuals could have less biased perceptions.

Racialized Jobs

Despite the ample amounts of research focused on the impact of employee race on selection and promotion, there have been few studies to evaluate the impact of employee race and the distribution of job assignments. This is important to evaluate because how job assignments are distributed within a group of subordinates could possibly reflect a supervisor's racial perceptions. Racial prejudice exposed through selection procedures could be considered more blatant and harder to conceal due to Equal Employment Opportunity Commission (EEOC) laws and regulations. However, the distribution of job

assignments, which occur after an employee has been selected, could possibly be utilized as a form of subtle racism. An example of this would be minority groups being placed within a "racialized job" in their organization that represents their stereotypes.

A racialized job is a type of job that may seem appropriate for an individual of a particular race based on stereotypes. For example, African Americans are often found in liaison jobs that connect the organization to the African American community or to promote African American equality (Maume, 1999). Jones (1986) explains that African Americans tend to be placed in a channel of jobs called "The Relations", such as public relations, community relations, or personnel relations. Although some of these areas may be important, these jobs do not provide substantial business development or revenue, nor do they prepare an employee to climb up the hierarchical ladder toward executive level positions (Maume, 1999). In one study, Gilbert, Carr-Ruffino, Ivancevich, and Lownes-Jackson, (2003) found that Asian Americans tend to possess various technical skills. Because of the "Bamboo Ceiling," there has been an overrepresentation of Asian Americans in technical positions and an underrepresentation in leadership positions or governmental roles (Redwood, 1995). If an organization commonly assigns jobs in a racialized manner, this could possibly leave the more executive and revenue-producing jobs available for Whites (Redwood, 1995). Also, organizations would likely perpetuate these stereotypes because the more often an individual of a particular race is seen in a racialized job, the more reinforced these ideas become. Therefore, the impact of segregation could intensify, demonstrating that the organization devalues jobs that are more associated with a particular minority group (Maume, 1999).

When distributing job assignments, it may be easier for a supervisor to make stereotypical judgments and find certain job assignments are more appropriate for certain races than others. For example, a supervisor may feel most comfortable giving a white male a project where he has to present to a room filled with the organization's board members based on the fact that the supervisor may stereotype white males as having more dominant and presentable characteristics than Asian males do. It is important for an organization to evaluate the processes of workplace decisions to ensure the best use employees' knowledge and skills. It can be difficult to fully assess a subordinate's true abilities if the supervisor's perception of them is clouded by racial stereotyping (Becton, Feild, Giles, & Jones, 2008). If this is not addressed, then there could be a decrease in job performance and/or an increase in turnover within the organization (Bergman, Palmieri, Drasgow, & Ormerod, 2012).

Employee Qualifications and Job Assignments

Job assignments are frequently distributed in the workplace, and it is important for organizations to provide valid reasoning for why certain tasks are distributed to certain workers. When distributing assignments, it is important to evaluate the assignment at hand and determine which employee's KSAs are most applied to that assignment (Brannick, Levine, & Morgeson, 2007). Justification for the assignments can be determined through résumés, performance appraisals, or interviews (Pulakos, 2004). Many considerations that are used to determine who gets assigned a particular assignment could possibly have a negative impact on the end result. If an employee is not qualified enough to take on a certain assignment, the supervisor should acknowledge that and

address the issue (Pulakos, 2004).

It is essential for all organizations to consider the rationale for the decisions they make within their workplace. If supervisors are basing their decisions on reasons that do not pertain to the necessary skills for the job, this could be considered unethical and have dire consequences. Any sort of harassment or discrimination, whether it be blatant or subtle, could have negative consequences on the overall success of an organization. These acts could possibly impact employee turnover and job attitudes (Bergman et al., 2012). Also, organizations that make hiring or task distribution decisions based on other factors besides skills, such as racial perceptions, are not fully utilizing the employees KSAs. This is why it is so important for organizations to recognize and eliminate this sort of behavior.

Many studies have been conducted on racism and discrimination in the workplace, but there seems to be a gap in the literature on the influence of race and employee qualifications on distributed job assignments. Individuals of various races become employed, but their racial stereotypes may hinder them from getting placed in a job that best utilizes their KSAs. It would be beneficial to see whether these variables have a significant impact on job assignments in order to assess if modern racism is actually an issue and if organizations are making biased decisions. Another gap in the literature is that many studies have only evaluated Caucasians and African-Americans at a time (Bergman et al., 2012), which is another component this study will address. Because racism can be a sensitive subject area, it is may be possible that individuals modify their behaviors when they are around certain racial groups. They may exude more

or less racial prejudice depending on the outgroup they are interacting with. Therefore, this study will also be examining the influence of the experimenter's race on the study results.

For this study, the distribution of job assignments and how it is influenced by an employee's race and qualifications will be evaluated. It is hypothesized that non-white employees will be distributed job assignments that are considered racialized according to their racial group. For example, the Asian employee will receive the technical job, Website Coordinator. It is important for organizations to reflect on the decisions that are made toward the allocation of job assignments and ensure that these decisions are made solely on employees' skills, as opposed to racial perceptions. If supervisors are aware of their racial perceptions and decisions, they could not only enhance the use of their employees' strengths, but make the supervisor a better leader. Overall, distributing job assignments and making decisions with unbiased motives can lead to a more effective and efficient use of the team's abilities to achieve individual and organizational success.

Research Questions:

(R1): Will participants distribute non-racialized job assignments to white employees and racialized job assignments to non-white employees or will they distribute based on employee qualifications?

(R2): Will minority participants rate employees' qualifications in less stereotypical ways?

(R3): Will the participants' level of contact with different races impact to whom they distribute job assignments?

(R4): Will participants' job assignment distribution decisions be influenced by the race of the study experimenter?

Hypotheses:

(H1): The Black employee will be distributed the Community Relations job assignment, the Asian employee will be distributed the Website Coordinator job assignment, and the White employees will be distributed the Fundraising Coordinator and International Liaison job assignments.

(H2): Ratings of employee qualifications will be related to job assignments.

CHAPTER II

Methods

Participants

A total of 103 Middle Tennessee State University undergraduate students participated in this study. Data from 11 participants were not included in the study due to incomplete responses and indications of insufficient effort or attention. There were 61 White participants, 27 Black participants, three Asian participants, two Hispanic or Latino participants, one American Indian or Alaska Native participants, and eight Bi-Racial or Multi-Racial participants. There were 46 male participants and 56 female participants. The age range of the participants was 18 to 45 years old with 72% of them being 18 to 20 years old. The participants' year in school ranged from a high school senior to a senior in college with 75% of participants being Freshmen and Sophomores. For their participation in the study, students received course credit.

Materials and Procedure

The materials for the study were delivered to participants in three different phases. Phase 1 included a consent form, instructions, an organization description and four different job assignment descriptions, and the Job Skills survey. Phase 2 included four Employee Profiles that consisted of the employees' résumé and a performance appraisal form, the Employee Job Skills survey, and Employee Qualifications survey. Lastly, Phase 3 consisted of a Participant Questionnaire and a demographics form.

Phase 1.

The consent form explained the study to the participant and stated that their participation was voluntary. Each participant's signature was required in order to continue the study.

Participants received the instructions for the study (see Appendix A) and the description of a fictitious newly developed, non-profit organization called Wheels 2 Heal (see Appendix B). Then, the participants evaluated the four different job assignments (Community Relations Assignment, International Liaison Assignment, Website Coordinator Assignment, and Fundraising Coordinator Assignment; see Appendices C, D, E, & F) within the company. The job assignments represented two racialized job assignments and two non-racialized job assignments. Previous research (Jones, 1986; Redwood, 1995) found the job assignment, Community Relations, as racialized. It also found technical positions, such as an engineer, as racialized. For this current study, the job assignment, Website Coordinator, was created to represent a technical position, and both of these job assignments were treated as fully established. The current study also added job assignments that have not been addressed in previous studies. The Fundraising Coordinator and International Liaison job assignments have also not been established as racialized nor non-racialized job assignments, but were treated as non-racialized job assignments for this study. The Community Relations Assignment represented one racialized assignment that was linked with the Black employee. The Website Coordinator Assignment represented one racialized assignment linked with the Asian employee. The International Liaison and Fundraising Coordinator Assignment did not consist of

racialized characteristics. Even though the International Liaison and Fundraising Coordinator assignments were not considered racialized, it was beneficial to see which employees participants place in these jobs and evaluate whether or not it was based on racial perceptions.

Then, the participants completed the Job Skills survey (Bane, 2005; see Appendix G) which asked them to rate various job-related skills (e.g., problem solving) that they believe a person should possess in order to be successful at each of the four different job assignments. The job-related skills were rated from 1 – not important to the job, to 5 – critical to being successful. The purpose of this survey was to ensure that the participants were actively engaged throughout the study. It was important that the participants were making an effort to think about the skills of the job and how they related to the job assignments and the employee profiles. The Job Skills survey also included manipulation check sections to ensure that the participants had thoroughly read through the materials and made valid ratings about the job-related skills. For example, participants were asked to identify the appropriate task statement that accurately encompassed the job assignment.

Phase 2.

Once participants finished the Job Skills survey, they received four Employee Profiles of four fictitious male employees (one African-American, one Asian-American, and two Caucasian). The Employee Profile consisted of a résumé (see Appendices H, I, J, & K) and performance appraisal (see Appendices L, M, N, & O) for each employee. Each employee was racially distinguishable by his name only. The names were chosen from a

website for most popular baby names according to ethnicity (www.nameberry.com).

Four scenarios were created to allow the employee names to be rotated among the four Employee Profiles. This was done so that each employee name was placed once on each of the Employee Profiles that consisted of different qualifications, skills, and performance ratings that were most or least suitable for a job assignment. Each participant received the documents for their randomly assigned scenario for them to review. See Table 1 to see which employees were most qualified for each job assignment according to each scenario.

Table 1.

Most Qualified Employee for Each Job Assignment by Scenario

Scenario	Community Relations	International Liaison	Website Coordinator	Fundraising Coordinator
1	Ryo Takahashi	Hunter Campbell	Jamal Jackson	Dustin Clark
2	Hunter Campbell	Dustin Clark	Ryo Takahashi	Jamal Jackson
3	Dustin Clark	Jamal Jackson	Hunter Campbell	Ryo Takahashi
4	Jamal Jackson	Ryo Takahashi	Dustin Clark	Hunter Campbell

Once the participants reviewed the Employee Profiles, they completed the Employee Job Skills survey (Bane, 2005; see Appendix P) which asked participants to rate to what degree each of the employees possess the job-related skills from the Job Skills survey in Phase 1. These skills were rated from 1 – does not possess at all, to 5 –

extremely skillful in this area. This survey also served as a participant engagement process. It was important that the participants thought about which skills the employees possessed and how it related to the job assignments. The Employee Job Skills survey also had manipulation check sections to ensure that the participants thoroughly read through the materials and made valid ratings about the employees' skills.

Then, the participants completed the Employee Qualifications survey (Bane, 2005; see Appendix Q) that asked them to rate how qualified they believed each of the four employees were for each open job assignment based on their Employee Profile. The employees were rated from 1 – not qualified, to 5 – extremely qualified. This survey's purpose also served as an engagement process. At this point of the study, based on the information the participants read about the job assignments and the employee profiles, they needed to consider how qualified each employee was for each job assignment before identifying the most qualified employee for each.

Next, participants selected who they believed was the most qualified employee for each of the four job assignments. When the participants placed the employees, they were asked to rate what degree they were certain of their decision: 1- not certain at all, 2 – somewhat certain, or 3 – very certain. When data analysis was conducted, the ratings from this scale were simply used gauge how sure participants were of their distribution decisions.

Phase 3.

After participants had completed the two surveys, they were given the Participant Questionnaire (Tausch, Hewstone, & Roy, 2009; see Appendix R). For the first part of the

questionnaire, participants identified the race they assumed each employee was and indicated their level of certainty of the race of each employee. Participants identified the four employees as one of the following races: White, Black, Asian, Native Hawaiian or Pacific Islander, Hispanic or Latino, and American Indian or Alaska Native. To rate their level of certainty, participants used a three-point rating scale: 1 - "Not certain at all", 2 - "Somewhat certain", 3 - "Very certain". It was important to validate that participants made correct assumptions of the employees' races. With the notion that participants were accurately aware of the race of each employee, many of the analyses measured how this influenced the results of the study.

Then, the participants were asked to indicate which race they believed would likely hold each of the four job assignments. They used a rating scale from 1 - "Extremely Unlikely" to 5 - "Extremely Likely" to rate each job assignment on the race previously stated. To determine if participants rated the employees differently (Job Skills survey, Employee Skills survey, Employee Qualifications survey), it was important to use this measure as a way to preview their racial perceptions and how it influenced the findings of the study.

In order to assess the degree of interaction participants have had with individuals of different races, a "friends" scale was developed that was similar to the scale Tausch et al, (2009) used for their study. Next, the participants indicated the percentage of closest friends, cell phone contacts, and social media friends they have of each of the various races, including Bi-Racial or Multi-Racial. They used a rating scale from 1 – 0% to 5% – More than 76%. The friends score was calculated by averaging the self-reported amount

of closest friends, cell phone contacts, and social media friends and represented the % of friends each participant had of the various racial groups

The participants then rated three questions about stereotyping and employee qualifications and how they influence placement and job assignment distribution based on how often these occur. They used a rating scale from 1 – Rarely, 2 – Not Often, 3 – Occasionally, and 4 – Frequently. Lastly, the participants completed a demographics form that will ask for their gender, race, age, and year in school (See Appendix S).

Because the experimenter represented a minority group, the study was at risk for a demand characteristic. Participants may have been primed on the purpose of the study when they saw that the experimenter was Asian since the study was assessing the influence of racial perceptions. Therefore, two White graduate students were recruited to assist with conducting this study and collecting data. The Asian experimenter conducted half of the lab sessions, and the two White facilitators conducted the other half of the lab sessions. The presence and absence of the main experimenter in the lab setting was included as a variable during data analysis.

CHAPTER III

Results

This study assessed how racial perceptions and employee qualifications influenced the distribution of job assignments to employees.

Distribution of Job Assignments

Research Question 1: Will participants distribute non-racialized job assignments to white employees and racialized job assignments to non-white employees or will they distribute based on employee qualifications?

Hypothesis 1: The Black employee will be distributed the Community Relations job assignment, the Asian employee will be distributed the Website Coordinator job assignment, and the White employees will be distributed the Fundraising Coordinator and International Liaison job assignments.

Based on a frequency distribution, it was determined that 60% of participants, from a total of 103, accurately placed all employees in their most suitable job assignments. The remaining 40 percent gave at least one employee a job assignment for which they were not the most suitable candidate. Overall, there was a fairly equal distribution of correct and incorrect job assignments across the scenarios the participants received. However, for Scenario 4, a majority (77%) of participants accurately placed employees and 23% did not.

Next, it was necessary to determine how many of the incorrect job assignment distributions were racialized. If participants incorrectly gave Jamal Jackson the Community Relations job assignment it would be considered a racialized job assignment

distribution. Of the participants that gave one of the four employees the incorrect job assignment ($n = 36$), 31% of them gave Jamal Jackson the Community Relations job assignment. Racialized job assignment distributions also occurred when Ryo Takahashi was incorrectly given the Website Coordinator job assignments. Of the participants that incorrectly gave the Website Coordinator job assignment to the employees ($n = 31$), 6.5 percent of them gave Ryo Takahashi the Website Coordinator job assignment. A chi-square test of independence was conducted to detect any possible patterns with the incorrect job assignment distributions, and no patterns were found. The hypothesis was not supported. See Table 2 to see the frequencies of the job assignment distributions.

Table 2.

Frequency Distribution of Racialized Job Assignment Distributions

	Jamal Jackson	Ryo Takahashi	n
Community Relations	30.6%		36
Website Coordinator		6.5%	31

Hypothesis 2: Ratings of employee qualifications will be related to job assignments.

Overall, participants gave employees high employee qualification ratings for their most suitable job assignment. Participants also gave employees relatively low qualification ratings for the other job assignments. Table 3 displays the descriptive statistics and a one-sample t-test of the employee qualification ratings.

Table 3.

Descriptive Statistics and One-Sample t-test for Employee Qualification Ratings

		N	Mean	Std. Deviation	*t*	df	Sig. (2-tailed)
Scenario 1	Employee Qualification Ratings for **Most Suited** Job Assignment	28	4.30	.73	31.00	27	.000
	Employee Qualification Ratings for **Other** Job Assignments	26	2.64	.51	26.21	25	.000
Scenario 2	Employee Qualification Ratings for **Most Suited** Job Assignment	26	4.46	.74	30.72	25	.000
	Employee Qualification Ratings for **Other** Job Assignments	25	2.83	.53	26.88	24	.000
Scenario 3	Employee Qualification Ratings for **Most Suited** Job Assignment	26	4.37	.58	38.11	25	.000
	Employee Qualification Ratings for **Other** Job Assignments	26	2.91	.72	20.53	25	.000
Scenario 4	Employee Qualification Ratings for **Most Suited** Job Assignment	22	4.66	.49	45.04	21	.000
	Employee Qualification Ratings for **Other** Job Assignments	21	2.63	.591	20.36	20	.000

Perceptions of Race and Job Assignments

Two-way repeated measures ANOVA was conducted to determine if there were

significant differences of participants' ratings on the likelihood of various racial groups

holding any of the job assignments.

The first analysis was conducted to determine if there was a significant difference

of the participants believing a particular racial group would most likely hold a particular job assignment compared to other racial groups. A measure from the Participant Questionnaire (see Appendix R), "Please indicate which race you believe would likely hold each of the four job assignments," was used as the dependent variable. There was a significant interaction found between race and job assignment. Figure 1 demonstrates the interaction between race and job assignments. It seems that Whites are most likely seen holding a Community Relations and Fundraising Coordinator job assignment. Blacks were less likely seen holding a Community Relations job assignment than Whites. This counter argues the original assumption that the Community Relations Coordinator job assignment is considered a racialized job for Blacks.

Meeting our assumption for the Website Coordinator job assignment, Asians were most likely seen to hold this type of job. However, Asians were also most likely seen to hold the International Liaison job assignment, which was originally considered a non-racialized job assignment. The ratings for how likely participants saw Native Hawaiian/Pacific Islanders, Hispanic/Latinos, and American Indians/Alaska Natives in the different job assignments were all relatively low compared to the other three races previously mentioned. Their ratings for being seen likely to hold the International Liaison job assignment were slightly higher than the rest, but overall, participants seem to not see these particular individuals of these races holding any of the jobs. Descriptive statistics for this analysis can be found in Table 4.
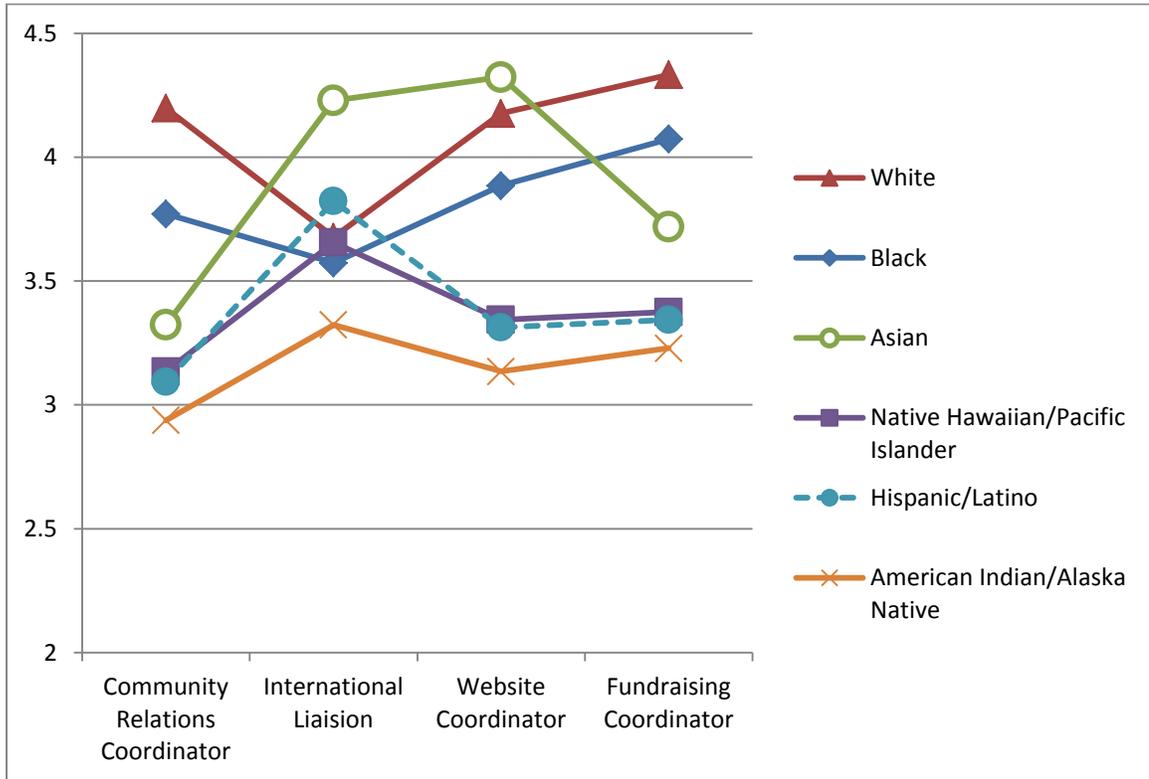
Figure 1. Interaction between Employee Race and Job Assignment

Table 4.

Descriptive Statistics for Likelihood of Individuals of Each Race Holding the Four Job Assignments

		Mean	Standard Deviation
Community Relations Coordinator	White	4.20	.90
	Black	3.77	.79
	Asian	3.32	.97
	Native Hawaiian or Pacific Islander	3.14	.91
	Hispanic or Latino	3.09	.96
	American Indian or Alaska Native	2.94	1.08
International Liaison	White	3.68	1.08
	Black	3.57	.98
	Asian	4.23	1.00
	Native Hawaiian or Pacific Islander	3.66	1.11
	Hispanic or Latino	3.82	1.05
	American Indian or Alaska Native	3.32	1.08

Table continues.

Table 4 continued.

		Mean	Standard Deviation
Website Coordinator	White	4.18	.83
	Black	3.89	.86
	Asian	4.32	.89
	Native Hawaiian or Pacific Islander	3.34	.97
	Hispanic or Latino	3.31	1.06
	American Indian or Alaska Native	3.14	1.11
Fundraising Coordinator	White	4.33	.85
	Black	4.07	.95
	Asian	3.72	.98
	Native Hawaiian or Pacific Islander	3.37	.86
	Hispanic or Latino	3.34	.96
	American Indian or Alaska Native	3.23	.90

N = 96

There was a main effect for race, $F(5, 475) = 50.22$, $p < .001$. Mauchly's test did not indicate information about sphericity in regards to the racial groups' likelihood to hold any of the job assignments. Thus, the Greenhouse-Geisser estimates of sphericity were used to correct for the degrees of freedom ($\varepsilon = 5$; see Table 5). Pairwise comparisons were conducted to determine where significant differences were between the

varying racial groups on their likelihood to hold any of the job assignments (see Table 6).

Participants saw Whites more likely to hold any of the four job assignments ($p < .001$).

The likelihood of Blacks and Asians holding any of the four job assignments were not

significantly different from one another. There were significant differences of the

likelihood of seeing Native Hawaiian/Pacific Islanders, Hispanics, and American

Indians/Alaska Natives in different jobs ($p < .001$). These results seem to imply that

Whites can be seen holding any type of job assignment, and there is no difference across

all job assignments between Blacks and Asians. With this sample, these results may also

imply that it is very unlikely to see Native Hawaiian/Pacific Islanders, Hispanics, and

American Indians/Alaska Natives in any of these different jobs.

Table 5.

RM-ANOVA for Employee Race by Job Assignment

		Type III Sum of Sqaures	df	Mean Square	F	Sig.
Race		257.97	2.64	97.74	50.22	.000
Job Assignment	Greenhouse-Geisser	35.80	2.72	13.16	10.19	.000
Race x Job Assignment		111.62	7.37	15.16	17.14	.000

Table 6.

Pairwise Comparisons for Main Effect of Race

(I) Race	(J) Race	Mean Difference (I-J)	Std. Error	Sig.[b]
White	Black	.271*	.06	.000
	Asian	.198*	.08	.010
	Native Hawaiian or Pacific Islander	.719*	.20	.000
	Hispanic or Latino	.703*	.09	.000
	American Indian or Alaska Native	.940*	.11	.000
Black	Asian	-.073	.06	.224
	Pacific Islander or Native Hawaiian	.448*	.07	.000
	Hispanic or Latino	.432*	.06	.000
	American Indian or Alaska Native	.669*	.08	.000
Asian	Native Hawaiian or Pacific Islander	.521*	.07	.000
	Hispanic or Latino	.505*	.06	.000
	American Indian or Alaska Native	.742*	.08	.000
Native Hawaiian or Pacific Islander	Hispanic or Latino	-.016	.06	.791
	American Indian or Alaska Native	.221	.05	.000
Hispanic or Latino	American Indian or Alaska Native	.237*	.05	.000

Based on estimated marginal means
*. The mean difference is significant at the .05 level.
b. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

The next part of this analysis was to determine if the job assignments would most

likely be held by various racial groups. A measure from the Participant Questionnaire (see

Appendix R), "Please indicate which race you believe would likely hold each of the four

job assignments," was used as the dependent variable. There was a main effect for the job

assignments, $F(3, 285) = 10.19$, $p < .001$. Descriptive statistics for this analysis can be

found in Table 3. Mauchly's test did not indicate information about sphericity in regards

to job assignments' likelihood to be held by various racial groups. Thus, the Greenhouse-

Geisser estimates of sphericity were used to correct for the degrees of freedom ($\varepsilon = 3$; see

Table 5). By conducting pairwise comparsons, it was found that the only job assignment

that was significantly different than the rest was the Community Relations job assignment

($p < .001$; See Table 7).

Table 7.

Pairwise Comparisons for Main Effect of Job Assignment

(I) Job Assignment	(J) Job Assignment	Mean Difference (I-J)	Std. Error	Sig.[b]
Community Relations Coordinator (CR)	IL	-.304*	.067	.000
	WC	-.286*	.071	.000
	FC	-.269*	.056	.000
International Liaison (IL)	CR	.304*	.067	.000
	WC	.017	.069	.801
	FC	.035	.065	.595
Website Coordinator (WC)	CR	.286*	.071	.000
	IL	-.017	.069	.801
	FC	.017	.053	.742
Fundraising Coordinator (FC)	CR	.269*	.056	.000
	IL	-.035	.065	.595
	WC	-.017	.053	.742

Based on estimated marginal means
*. The mean difference is significant at the .05 level.
b. Adjustment for multiple comparisons: Least Significant Difference (equivalent to no adjustments).

Ratings According to Participant Race

Research Question 2: Will minority participants rate employees' qualifications in less stereotypical ways?

Overall, participants gave employees high employee qualification ratings for their most suitable job assignment regardless of their own race. Due to a the small sample size of Asian, Native Hawaiian or Pacific Islander, Hispanic, and American Indian or Alaska Native participants, only data from White and Black participants were used.

After evaluating which races participants believed would most likely hold the job assignments, it was relevant to determine if there were differences in these ratings according the race of the participants. To analyze this, a one-sample t-test was conducted. There were no differences found between how likely Whites or Blacks saw a particular race holding a particular job assignment with the exception of one comparison. For an unknown reason, there was a significant difference for how likely Whites saw a Hispanic or Latino having the Website Coordinator job assignment (M = 3.47) and Blacks seeing this (M = 2.92).

A one-way ANOVA was conducted to determine if the race of the participants would influence how likely they would see various races holding the job assignments. No significant differences were found.

Research Question 3: Will the participants' level of contact with different races impact to whom they distribute job assignments?

A bivariate correlation was conducted between the number of friends participants had in various racial groups and the likelihood of seeing each race across all job

assignments. This was done in order to determine if the level of contact with different races would influence how participants distributed job assignments. A measure from the Participant Questionnaire (see Appendix R) regarding how likely the participant believed various racial groups would likely hold each of the four job assignments was used. Another measure regarding the percentage of friends of various racial groups one has was also used. These two measures were not significantly correlated.

Impact of Facilitator Race

Research Question 4: Will participants' job assignment distribution decisions be influenced by the race of the study facilitator?

Because this study was at risk for the main facilitator's race being a demand characteristic, the influence of the facilitator's race on job assignment distributions was evaluated through a non-parametric chi square of independence test. One Asian facilitator conducted half of the lab sessions and two White facilitators conducted the other half. After evaluating the percentage of correct and incorrect responses in comparison to the type of facilitator the participants had, it was concluded that that race of the facilitator did not have an impact.

CHAPTER IV

Discussion

The results of this study provided valuable insights on how racial perceptions can impact workplace assignment decisions. After evaluating the employee résumés and performance appraisals, a majority of participants were able to identify the most suitable job assignments for the employees. Though most participants distributed the job assignments to the most qualified employees, they seemed to still hold racially stereotypical views on the types of races they believed would hold the four job assignments. It is important to preface that the findings from this study should be approached cautiously due to relatively low numbers of Asian, Native Hawaiian or Pacific Islander, Hispanic, and American Indian or Alaska Native participants.

Overall, participants believed that Whites would most likely hold the Community Relations and Fundraising Coordinator job assignments. The Community Relations job assignment, however, was originally considered a racialized job assignment for Blacks. The results found that they were the second most-likely race believed to hold this job assignment. Perhaps, Blacks are not believed to most likely have this type of job assignment, but could still very likely be seen holding this job type more than other races, besides Whites.

Participants believed that Asians would most likely hold the Website Coordinator and International Liaison job assignment. It is possible that Asians are more likely seen in technical positions, which aligns with what previous research has found. It is also possible that the International Liaison job assignment, which was not considered a

racialized job assignment, is most likely seen as being held by someone who is Asian, rather than White or Black. Ryo Takahashi's name may seem more foreign and of Asian-descent than the other employees' names, which could possibly explain why Asians are believed to hold the International Liaison job assignment more than other races.

Ryo Takahashi was also given the highest qualification ratings for the Website Coordinator and International Liaison job assignments when he was most suitable for them more so than when the other employees were most suitable for these job assignments. As previously mentioned, this could be because Ryo Takahashi's name seems foreign. These ratings could suggest that participants, not only believe that Asians would likely have these job assignments, but they would also excel at it. This is parallel to stereotypes that currently exist about Asians being seen in technical jobs (Redwood, 1995).

Based on the findings from the repeated measures ANOVA, it is possible that participants believe Whites would likely possess any of the job assignments, regardless of the type of assignment. Participants may believe that Whites are capable of doing any type of job and are not racially stereotyped to any particular job. Results also suggest that the additional minority races, Native Hawaiian/Pacific Islanders, Hispanics, and American Indians/Alaska Native were not believed to most likely to hold any of the four job assignments due to lack of contact participants have with these races. Perhaps, participants believe these job assignments are more likely to be held by Whites and Blacks because they are a majority group in the United States. Therefore, they may have seen or expect to see Whites or Blacks in these types of jobs more than other races. Due

to limited exposure to these additional minority groups, participants are gathering less knowledge of these other racial groups.

The results of this study could suggest that, though employees in the workforce are capable of detecting qualified candidates and employees, their racial perceptions are still present. These lingering racial perceptions can potentially have subtle, yet still detrimental ways of discriminating against others.

Limitations

A significant limitation to this study was the use of racialized job assignments that have not been previously validated. There have been a couple of previous studies that would consider the Community Relations and Website Coordinator job assignment as a racialized job; however, there is not enough support to validate this. Though it was found that certain races would most likely hold certain job assignments, it cannot be fully determined that this was rooted from racially-biased decisions. Future research should further explore these types of jobs and their impact on workplace decisions to better validate if they are actually racialized jobs.

Another limitation this study faced was the pre-existing differences between the sample and the overall population. Since the participants were students at a university located in the South, they may have had less exposure with other racial groups than other individuals in different regions of the country. This makes the findings of this study less generalizable.

Conclusion

As noted earlier, the contact hypothesis states that individuals who have more

contact with those of an outgroup will show less prejudice. However, this hypothesis may not always apply. The amount of racially-diverse friends participants had in this study was not correlated with how likely they saw each race holding each of the job assignments. Considering that 77% of participants were able to accurately distribute all four of the job assignments to the appropriate employee, perhaps having enough information on an employee's qualifications helped the participants make valid and informed decisions.

The findings from this study suggest that participants are capable of identifying qualified employees for appropriate job assignments. However, lingering, subtle prejudices regarding the types of races participants believe would possess certain job assignments exist. Prejudices also exist regarding the type of jobs that participants believe would likely be possessed by a particular race (i.e., racialized jobs). For instance, Asians were perceived as most likely to have the Website Coordinator job assignment. Perhaps participants have seen more Asians than other races in roles similar to this; therefore, it may be possible that participants perceive Asians as a better fit for these roles, even if this may not be completely true.

When managers in the workplace do not have adequate information about a job assignment or an employee's skills and abilities, they could possibly use stereotypes to guide their thoughts on who they see is a good "fit" for certain roles. However, if provided with sufficient information about the job assignment and the employee's qualifications, managers could rely more on this information to effectively distribute job assignments to their employees. Therefore, it is important for organizations to conduct

thorough job analyses to fully understand the types of assignments job holders should be doing. It is also essential for organizations to have a structured selection process in order to fully assess a candidate's skills. Then, upon hire, the manager can have a better understanding of the employee's abilities and can make sound decisions on the assignments and responsibilities to distribute to them.

For future studies, it would be important to validate the racialized jobs addressed in this study. Future research should also further explore subtle racism and how it can impact various functions of the workplace such as and job performance, work group effectiveness, organizational commitment, etc.

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APPENDICES

Appendix A: Participant Study Instructions

The Supervisor Challenge

<u>Instructions</u>

Thank you for participating in <u>The Supervisor Challenge</u>!

Today you will be playing the role of a supervisor at a growing non-profit organization called Wheels 2 Heal. You have four different job assignments that need to be distributed. Your task is to evaluate four of your employees' profiles and determine who would be most qualified to take on which job assignment. This study will be divided into three different phases.

During Phase 1, you will receive information about the non-profit organization, the four job assignments, and a Job Skills survey that consists of a list of job skill terms and definition. You will rate how important it is for an employee to possess these various job-related skills (e.g., problem solving) in order to be successful at the four different job assignments. Upon completing this, raise your hand. The facilitator will pick up the survey from you, and will give you the materials for Phase 2.

During Phase 2, you will receive the four employee profiles that include a resume and performance appraisal, an Employee Job Skills survey assessing to what degree each of the employees possess the job-related skills from the Job Skills survey, and then you will receive an Employee Qualification Survey that assesses how qualified you believe each of the four employees are for each open job assignment based on their employee profile. Upon completing these two surveys, raise your hand. The facilitator will pick up the survey from you, and will give you the materials for Phase 3.

Finally, during Phase 3, you will receive a Participant Attitudes Survey that will assess your attitudes on a couple of different topic areas, and then you will complete some demographic questions and then end with a debriefing form. Once you are done, inform the facilitator.

Appendix B: Wheels 2 Heal Organization Description

Wheels 2 Heal

Wheels 2 Heal is a developing non-profit organization dedicated to providing wheelchairs for the hundreds of millions of children, teens, and adults around the world that are in need.

Founded in Nashville, TN, Wheels 2 Heal aims to spread awareness of this cause at a global level, develop and expand its' support system, and continuously raise funds to make the best wheelchairs for those in need.

Mission Statement

Wheels 2 Heal's mission is "to promote awareness of those with physical disabilities and needs, instill pride and joy through giving, and create a unified global community that works collaboratively to provide a wheelchair to every person in need."

Wheels 2 Heal Goals

- To spread awareness of the needs and abilities of people with physical disabilities
- Create community and global involvement in Wheels 2 Heal's cause
- Provide 50 wheelchairs within our 1st year
- Establish 3 international partners

Appendix C: Community Relations Coordinator Job Assignment

Wheels 2 Heal

Community Relations Coordinator

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Purpose

Seek opportunities to promote Wheels 2 Heal's name through city, community, or self-hosted events. Act as local point of contact for media outlets and recruits volunteers to help achieve its mission and goals.

Responsibilities

- Develop and execute a community involvement and recruiting strategic plan
- Recruit volunteers to engage in Wheels 2 Heal's mission and goals
- Implement community-wide recruitment and publicity events
- Evaluate the work of volunteers to ensure that programs are of appropriate quality and that resources are used effectively
- Maintain complete and up-to-date files which should include the following:
    - Current and previous volunteers, contact information, attendance, etc.
    - Wheels 2 Heal's attendance at publicity events hosted by the city, community, or Wheels 2 Heal
- Perform any such duties as may be assigned or that pertain to this assignment as well as any additional duties necessary to accomplish Wheels 2 Heal's goals

Preferred Skills

- Strong communication and personal skills
- Administration and management skills

Appendix D: International Liaison Job Assignment

Wheels 2 Heal

International Liaison

_____

Purpose

Identify international agency partners. Develop communication with partnering countries that is properly maintained and that these operations are processed smoothly.

Responsibilities

- Develop and execute an international partnership strategic plan
- Recruit international partners
- Meet with international partners to discuss collaboration efforts
- Communicate aims, goals, and ideas of Wheels 2 Heal to international partners
- Establish and maintain relationships with international agencies and organizations
- Serve as the liaison between Wheels 2 Heal team and international partners
- Maintain complete and up-to-date files which should include the following:
  - List of international partners, their role within Wheels 2 Heal, and their contributions
- Perform any such duties as may be assigned or that pertain to this assignment as well as any additional duties necessary to accomplish Wheels 2 Heal's goals

Preferred Skills

- Strong communication skills
- Administration and management skills
- Marketing experience

Appendix E: Website Coordinator Job Assignment

Wheels 2 Heal

Website Coordinator

_____

Purpose

Design, create, and modify the Wheels 2 Heal's website to provide information and resources to website visitors.

Responsibilities

- Create draft of website content and design
- Write, design, and edit web page content
- Manage donation database which includes:
    - Online donations
    - Fundraising event registration information
    - All monthly funding reports
    - Wheels 2 Heal budget report
- Perform web site updates
- Perform any such duties as may be assigned or that pertain to this office as well as any additional duties necessary to accomplish Wheels 2 Heal's Marketing Campaign Project goals

Preferred Skills

- Strong computer-tech skills
- Administration and management skills

Appendix F: Fundraising Coordinator Job Assignment

Wheels 2 Heal

Fundraising Coordinator

_____

Purpose

Coordinate donor relations and sponsorships to benefit Wheels 2 Heal's cause through events, sponsorship programs, and any additional outlets of funding.

Responsibilities

- Develop and execute a fundraising strategic plan
- Lead fundraising events with assistance from Wheels 2 Heal team
- Maintain relationships with potential and current Wheels 2 Heals supporters and donors
- Maintain complete and up-to-date files which should include the following:
    - List of previous and current donors
- Prepare and share proposals with businesses on a regular basis for sponsorship promotion
- Perform any such duties as may be assigned or that pertain to this assignment as well as any additional duties necessary to accomplish Wheels 2 Heal's goals

Preferred Skills

- Strong communication skills
- Administration and management skills

Appendix G: Job Skills Survey

Job Skills Survey

Instructions:

Based on the job descriptions you have reviewed, rate how important it is for an applicant to possess these skills to be successful in completing the assignment.

Review the key below to understand each rating and place a circle around the number that you choose. Please see attached sheet for definitions of each skill.

1	2	3	4	5
Not important to being successful	Somewhat important	Important	Very Important	Crucial to the job

Job Assignment

1. **Community Relations Coordinator**

Adaptable/Flexible:	1	2	3	4	5
Analytical Thinking:	1	2	3	4	5
Assertive:	1	2	3	4	5
Communication Skills:	1	2	3	4	5
Interpersonal Skills:	1	2	3	4	5
Mathematic Skills:	1	2	3	4	5
Negotiation:	1	2	3	4	5
Organizational Ability:	1	2	3	4	5
Problem Solving:	1	2	3	4	5
Technical Skills:	1	2	3	4	5
Time Management:	1	2	3	4	5

<u>Instructions</u>: Indicate the degree in which you agree with the statement below.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree

An employee with the International Liaison job assignment would responsible for:

Evaluate the work of volunteers	1	2	3	4	5
Establish relationships with global agencies and organizations	1	2	3	4	5
Manage monthly funding reports	1	2	3	4	5
Prepare sponsorship proposals	1	2	3	4	5

2. **Fundraising Coordinator**

Adaptable/Flexible:	1	2	3	4	5
Analytical Thinking:	1	2	3	4	5
Assertive:	1	2	3	4	5
Communication Skills:	1	2	3	4	5
Interpersonal Skills:	1	2	3	4	5
Mathematic Skills:	1	2	3	4	5
Negotiation:	1	2	3	4	5
Organizational Ability:	1	2	3	4	5
Problem Solving:	1	2	3	4	5
Technical Skills:	1	2	3	4	5
Time Management:	1	2	3	4	5

Instructions: Indicate the degree in which you agree with the statement below.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree

An employee with the Fundraising Coordinator job assignment would responsible for:

Evaluate the work of volunteers	1	2	3	4	5
Establish relationships with global agencies and organizations	1	2	3	4	5
Manage monthly funding reports	1	2	3	4	5
Prepare sponsorship proposals	1	2	3	4	5

3. **Website Coordinator**

Adaptable/Flexible:	1	2	3	4	5
Analytical Thinking:	1	2	3	4	5
Assertive:	1	2	3	4	5
Communication Skills:	1	2	3	4	5
Interpersonal Skills:	1	2	3	4	5
Mathematic Skills:	1	2	3	4	5
Negotiation:	1	2	3	4	5
Organizational Ability:	1	2	3	4	5
Problem Solving:	1	2	3	4	5
Technical Skills:	1	2	3	4	5
Time Management:	1	2	3	4	5

Instructions: Indicate the degree in which you agree with the statement below.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree

An employee with the Website Coordinator job assignment would responsible for:

Evaluate the work of volunteers	1	2	3	4	5
Establish relationships with global agencies and organizations	1	2	3	4	5
Manage monthly funding reports	1	2	3	4	5
Prepare sponsorship proposals	1	2	3	4	5

4. **International Liaison**

Adaptable/Flexible:	1	2	3	4	5
Analytical Thinking:	1	2	3	4	5
Assertive:	1	2	3	4	5
Communication Skills:	1	2	3	4	5
Interpersonal Skills:	1	2	3	4	5
Mathematic Skills:	1	2	3	4	5
Negotiation:	1	2	3	4	5
Organizational Ability:	1	2	3	4	5
Problem Solving:	1	2	3	4	5
Technical Skills:	1	2	3	4	5
Time Management:	1	2	3	4	5

Instructions: Indicate the degree in which you agree with the statement below.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree

An employee with the International Liaison job assignment would responsible for:

Evaluate the work of volunteers	1	2	3	4	5
Establish relationships with global agencies and organizations	1	2	3	4	5
Manage monthly funding reports	1	2	3	4	5
Prepare sponsorship proposals	1	2	3	4	5

Job Skills Definitions

Adaptability/Flexible: Open to change and new information; adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles, effectively deals with pressure and ambiguity

Analytical Thinking: Analyzing information and using logic to address work related issues

Assertive: Persistence in the face of obstacles and a willingness to take on responsibilities and challenges

Communication Skills: The ability to read and understand information and ideas presented in writing; The ability to communicate information and ideas in speaking so others will understand; Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times

Interpersonal Skills: Considers and appropriately responds to the needs, feelings, capabilities, and interests of others

Mathematic Skills: Knowledge of basic arithmetic and its application

Negotiation: Bringing others together and trying to reconcile differences

Organizational Ability: Developing specific goals and plans to prioritize, organize, and accomplish your work

Problem Solving: Identifying problems and reviewing related information to develop and evaluate options and implement solutions

Technical Skills: Uses computers and computer applications to analyze and communicate information in the appropriate format

Time Management: Effectively uses the time available to complete work tasks and activities that lead to the achievement of expected objectives

Appendix H: Résumé 1

Résumé 1

---

12 Lake Valley St., Nashville, TN 37211   615-648-9824   Résumé1@Wheels2Heal.org

Education

Bachelor of Arts in Social Work   May 2011
Minor in English as a Second Language
The University of Memphis
Magna Cum Laude, GPA 3.5

Work Experience

Wheels 2 Heal   2013-Present
Nashville, TN
Team Member

Developing non-profit organization that is dedicated to providing wheelchairs for the hundreds of millions of children, teens, and adults around the world that are in need.

- Assists founding members along with fellow team members with managing organization which includes:
    - Marketing and promoting
    - Finance and budget adherence
    - Building networks
    - Obtaining resources for funding, facility usage, materials, etc.

City of Collierville   2011-2013
Collierville, TN
Community Development Coordinator
- Facilitated community planning initiatives through identifying and creating development programs
- Coordinated community events to promote citizen engagement
- Developed community transfer and empowerment programs into practice
- Established working relationships with the Collierville community

Additional Experience

Habitat for Humanity, Volunteer
2009-2011

Appendix I: Résumé 2

Résumé 2
7589 Cooper St.
615-429-8156
Résumé 2@Wheels2Heal.org

Education
University of Chattanooga
Bachelor of Arts – Social Work
Minor in International Studies
G.P.A. 3.7
May 2009

Employment

Wheels 2 Heal, Nashville, TN   2013-Present
Team Member

Developing non-profit organization that is dedicated to providing wheelchairs for the hundreds of millions of children, teens, and adults around the world that are in need.

- Assists founding members along with fellow team members with managing organization which includes:
    o   Marketing and promoting
    o   Finance and budget adherence
    o   Building networks
    o   Obtaining resources for funding, facility usage, materials, etc.

World Relief, Nashville, TN
2009-2012
Member Coordinator
- Worked with alongside team members to develop World Relief's mission of placing refugee professionals in stable jobs
- Developed a mentor program for refugees to have a World Relief team member to come to for mentorship purposes
- Managed refugee database to place refugees with proper mentor
- Served as a translator for Spanish for non-English speaking refugees

Additional Experience

Study Abroad Program in Spain   Fall 2008
University of Chattanooga

Appendix J: Résumé 3

Résumé 3

852 Sanderlin Dr.
Nashville, TN 37203
(615) 523-9816
Résumé 3@Wheels2Heal.org

Work Experience:

Wheels 2 Heal   2013-Present
Team Member
Nashville, TN

Developing non-profit organization that is dedicated to providing wheelchairs for the hundreds of millions of children, teens, and adults around the world that are in need

- Assists founding members along with fellow team members with managing organization which includes:
  - Marketing and promoting
  - Finance and budget adherence
  - Building networks
  - Obtaining resources for funding, facility usage, materials, etc.

Bridges   2010-2012
Bridges Management Coordinator
Atlanta, GA
- Coordinated youth leadership events alongside Bridges team
- Developed and managed Bridges registration database for events, seminars, and sessions
- Managed Bridges website to ensure accurate information for promotional and informational purposes
- Assisted with promoting Bridges events via social media, e-mail, newsletters, etc.

Additional Experience:

Mission Work in Togo, West Africa   June 2010

Education:
University of Georgia   May 2010
Bachelor of Arts in Anthropology
Minor in Public Relations
G.P.A. 3.8

Appendix K: Résumé 4

Résumé 4
3574 Chandler Cove
Nashville, TN 37213
(615) 834-5917
Résumé 4@Wheels2Heal.org

Employment

Wheels 2 Heal   2013-Present
Team Member

Developing non-profit organization that is dedicated to providing wheelchairs for the hundreds
of millions of children, teens, and adults around the world that are in need.

- Assists founding members along with fellow team members with managing organization
  which includes:
    o   Marketing and promoting
    o   Finance and budget adherence
    o   Building networks
    o   Obtaining resources for funding, facility usage, materials, etc.

United Way
Marketing and Support
Memphis, TN
- Updated database of community resources for education, financial stability, and
  healthcare within the Mid-South region to be made useful for the public
- Responsible for providing support to United Way's marketing and fundraising efforts
- Managed the "Planned Giving" program which allows fundraising partners to make
  planned gifts, create charitable trusts, create an endowment fund, and more

Additional Experience

Philanthropy Chair, Greek Fraternity   2009-2010

Education
The University of Memphis
August 2010
Bachelor of Arts in Communications
Minor in Human Services
G.P.A. 3.6

Appendix L: Performance Appraisal 1

Wheels 2 Heal
Team Member Performance Appraisal

Team Member Name: Employee 1   **Reviewer:** Carol Smith

Review Date: September 30, 2013

1 = Deficient   2= Marginal   3 = Acceptable   4 = Excellent   5 = Outstanding

1. **Quality of Work**: Ability to perform duties that are aligned with the primary job responsibilities in an effective and productive manner.

    1   2   3   (4)   5

2. **Communication Skills**: Ability to express ideas clearly and grammatically, command of oral and written language, ability to explain concepts and actively listen to others.

    1   2   3   4   (5)

3. **Time Management**: Ability to manage one's own time and the time of others efficiently.

    1   2   (3)   4   5

4. **Teamwork**: Ability to collaborate alongside team members toward task completion.

    1   2   (3)   4   5

5. **Problem-Solving**: Ability to identify problems and review related information to develop and evaluate options and implement solutions.

    1   2   3   (4)   5

6. **Professionalism**: Ability to follow proper etiquette at business functions, maintain positive work relationships, follow employment law and ethical standards, and have an understanding of the organization's culture.

1   2   3   4   ⑤

Please provide additional information about the team member by answering the questions below.

7. **What are the team member's successes from the past year?**

   - Built a strong marketing campaign to promote Wheels 2 Heal

8. **What are the team member's strengths?**

   - Strong communication and listening skills

9. **What are the team member's areas of development?**

   - Needs to develop flexibility skills

Appendix M: Performance Appraisal 2

Wheels 2 Heal
Team Member Performance Appraisal

Team Member Name: Employee 2   **Reviewer:** Carol Smith

Review Date: September 30, 2013

   1   = Deficient   2= Marginal   3 = Acceptable   4 = Excellent   5 = Outstanding

1. **Quality of Work**: Ability to perform duties that are aligned with the primary job responsibilities in an effective and productive manner

        1   2   3   (4)   5

2   **Communication Skills**: Ability to express ideas clearly and grammatically, command of oral and written language, ability to explain concepts and actively listen to others.

        1   2   3   4   (5)

3   **Time Management**: Ability to manage one's own time and the time of others efficiently.

        1   2   (3)   4   5

4   **Teamwork**: Ability to collaborate alongside team members toward task completion

        1   2   3   4   (5)

5   **Problem-Solving**: Ability to identify problems and review related information to develop and evaluate options and implement solutions

        1   2   (3)   4   5

6   **Professionalism**: Ability to follow proper etiquette at business functions, maintain positive work relationships, follow employment law and ethical standards, and have an understanding of the organization's culture

<p align="center">1   2   3   4   (5)</p>

Please provide additional information about the team member by answering the questions below.

7   **What are the team member's successes from the past year?**

- Proficient at developing outside resources for marketing, recruiting, and Wheels 2 Heal support purposes

8   **What are the team member's strengths?**

- Capable of building strong connections with diverse community members for developing Wheels 2 Heal clientele and volunteer support

9   **What are the team member's areas of development?**

- Needs to continue developing time management skills

Appendix N: Performance Appraisal 3

Wheels 2 Heal
Team Member Performance Appraisal

Team Member Name: Employee 3   **Reviewer:** Carol Smith

Review Date: September 30, 2013

1   = Deficient   2= Marginal   3 = Acceptable   4 = Excellent   5 = Outstanding

1. **Quality of Work**: Ability to perform duties that are aligned with the primary job responsibilities in an effective and productive manner

      1   2   3   4   (5)

2. **Communication Skills**: Ability to express ideas clearly and grammatically, command of oral and written language, ability to explain concepts and actively listen to others

      1   2   (3)   4   5

3. **Time Management**: Ability to manage one's own time and the time of others efficiently

      1   2   3   4   (5)

4. **Teamwork**: Ability to collaborate alongside team members toward task completion

      1   2   (3)   4   5

5. **Problem-Solving**: Ability to identify problems and review related information to develop and evaluate options and implement solutions

      1   2   3   4   (5)

6. **Professionalism**: Ability to follow proper etiquette at business functions, maintain positive work relationships, follow employment law and ethical standards, and have an understanding of the organization's culture

1   2   3   ④   5

Please provide additional information about the team member by answering the questions below.

7. **What are the team member's successes from the past year?**

   - Created Wheels 2 Heal logo and marketing slogan

8. **What are the team member's strengths?**

   - Strong computer and technology skills

9. **What are the team member's areas of development?**

   - Needs to continue developing interpersonal skills

Appendix O: Performance Appraisal 4

Wheels 2 Heal
Team Member Performance Appraisal

Team Member Name: Employee 4   **Reviewer:** Carol Smith

Review Date: September 30, 2013.

  1   = Deficient   2= Marginal   3 = Acceptable   4 = Excellent   5 = Outstanding

1. **Quality of Work**: Ability to perform duties that are aligned with the primary job responsibilities in an effective and productive manner

<center>1   2   (3)   4   5</center>

2. **Communication Skills**: Ability to express ideas clearly and grammatically, command of oral and written language, ability to explain concepts and actively listen to others

<center>1   2   3   (4)   5</center>

3. **Time Management**: Ability to manage one's own time and the time of others efficiently.

<center>1   2   3   (4)   5</center>

4. **Teamwork**: Ability to collaborate alongside team members toward task completion

<center>1   2   3   4   (5)</center>

5. **Problem-Solving**: Ability to identify problems and review related information to develop and evaluate options and implement solutions

<center>1   2   3   4   (5)</center>

6. **Professionalism**: Ability to follow proper etiquette at business functions, maintain positive work relationships, follow employment law and ethical standards, and have an understanding of the organization's culture

<div align="center">

1   2   (3)   4   5

</div>

Please provide additional information about the team member by answering the questions below.

7. **What are the team member's successes from the past year?**

   - Initiated a budgeting plan and timeline of Wheels 2 Heal's financial goals

8. **What are the team member's strengths?**

   - Strong leadership skills to motivate and collaborate with team members

9. **What are the team member's areas of development?**

   - Needs to continue developing computer and database management skills

Appendix P: Employee Job Skills Survey

Employee Job Skills Survey

Instructions:

Based on the résumés and performance appraisals you have reviewed, rate to what degree you think the employees possess these skills.

Review the key below to understand each rating and place a circle around the number that you choose. Please see attached sheet for definitions of each skill.

1	2	3	4	5
Does not possess this skill at all this area	Somewhat possess this skill	Possess this skill	Very skillful in this area	Extremely skillful in

1. **Hunter Campbell**

Adaptable/Flexible:	1	2	3	4	5
Analytical Thinking:	1	2	3	4	5
Assertive:	1	2	3	4	5
Communication Skills:	1	2	3	4	5
Interpersonal Skills:	1	2	3	4	5
Mathematic Skills:	1	2	3	4	5
Negotiation:	1	2	3	4	5
Organizational Ability:	1	2	3	4	5
Problem Solving:	1	2	3	4	5
Technical Skills:	1	2	3	4	5
Time Management:	1	2	3	4	5

<u>Instructions</u>: Indicate the degree in which you agree with the statement below.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree

According this his resume, Hunter Campbell:

Volunteered for Habitat for Humanity	1	2	3	4	5
Developed mentorship programs	1	2	3	4	5
Has a degree in Anthropology	1	2	3	4	5
Was in a Greek fraternity	1	2	3	4	5

2. **Dustin Clark**

Adaptable/Flexible:	1	2	3	4	5
Analytical Thinking:	1	2	3	4	5
Assertive:	1	2	3	4	5
Communication Skills:	1	2	3	4	5
Interpersonal Skills:	1	2	3	4	5
Mathematic Skills:	1	2	3	4	5
Negotiation:	1	2	3	4	5
Organizational Ability:	1	2	3	4	5
Problem Solving:	1	2	3	4	5
Technical Skills:	1	2	3	4	5
Time Management:	1	2	3	4	5

Instructions: Indicate the degree in which you agree with the statement below.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree

According this his resume, Dustin Clark:

Volunteered for Habitat for Humanity	1	2	3	4	5
Developed mentorship programs	1	2	3	4	5
Has a degree in Anthropology	1	2	3	4	5
Was in a Greek fraternity	1	2	3	4	5

3. **Jamal Jackson**

	1	2	3	4	5
Adaptable/Flexible:	1	2	3	4	5
Analytical Thinking:	1	2	3	4	5
Assertive:	1	2	3	4	5
Communication Skills:	1	2	3	4	5
Interpersonal Skills:	1	2	3	4	5
Mathematic Skills:	1	2	3	4	5
Negotiation:	1	2	3	4	5
Organizational Ability:	1	2	3	4	5
Problem Solving:	1	2	3	4	5
Technical Skills:	1	2	3	4	5
Time Management:	1	2	3	4	5

Instructions: Indicate the degree in which you agree with the statement below.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree

According this his resume, Jamal Jackson:

	1	2	3	4	5
Volunteered for Habitat for Humanity	1	2	3	4	5
Developed mentorship programs	1	2	3	4	5
Has a degree in Anthropology	1	2	3	4	5
Was in a Greek fraternity	1	2	3	4	5

4. **Ryo Takahashi**

Adaptable/Flexible:	1	2	3	4	5
Analytical Thinking:	1	2	3	4	5
Assertive:	1	2	3	4	5
Communication Skills:	1	2	3	4	5
Interpersonal Skills:	1	2	3	4	5
Mathematic Skills:	1	2	3	4	5
Negotiation:	1	2	3	4	5
Organizational Ability:	1	2	3	4	5
Problem Solving:	1	2	3	4	5
Technical Skills:	1	2	3	4	5
Time Management:	1	2	3	4	5

Instructions: Indicate the degree in which you agree with the statement below.

1	2	3	4	5
Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree

According this his resume, Ryo Takahashi:

Volunteered for Habitat for Humanity	1	2	3	4	5
Developed mentorship programs	1	2	3	4	5
Has a degree in Anthropology	1	2	3	4	5
Was in a Greek fraternity	1	2	3	4	5

Job Skills Definitions

Adaptability/Flexible: Open to change and new information; adapts behavior and work methods in response to new information, changing conditions, or unexpected obstacles, effectively deals with pressure and ambiguity

Analytical Thinking: Analyzing information and using logic to address work related issues

Assertive: Persistence in the face of obstacles and a willingness to take on responsibilities and challenges

Communication Skills: The ability to read and understand information and ideas presented in writing; The ability to communicate information and ideas in speaking so others will understand; Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times

Interpersonal Skills: Considers and appropriately responds to the needs, feelings, capabilities, and interests of others

Mathematic Skills: Knowledge of basic arithmetic and its application

Negotiation: Bringing others together and trying to reconcile differences

Organizational Ability: Developing specific goals and plans to prioritize, organize, and accomplish your work

Problem Solving: Identifying problems and reviewing related information to develop and evaluate options and implement solutions

Technical Skills: Uses computers and computer applications to analyze and communicate information in the appropriate format

Time Management: Effectively uses the time available to complete work tasks and activities that lead to the achievement of expected objectives

Appendix Q: Employee Qualifications Survey

Employee Qualifications Survey

You have reviewed the employee personnel file of four current employees of Wheels 2 Heal for four different job assignments in the company.

Based on the employee's personnel file (résumé and performance appraisal), rank the employees on the following scale for each of the four job assignments.

1	2	3	4	5
Not qualified – qualified - should not be given job assignment	Somewhat	Qualified	Very qualified	Extremely qualified - recommended for job assignment

Hunter Campbell

Community Relations	1	2	3	4	5
Fundraising	1	2	3	4	5
Website Coordinator	1	2	3	4	5
International Liaison	1	2	3	4	5

Dustin Clark

Community Relations	1	2	3	4	5
Fundraising	1	2	3	4	5
Website Coordinator	1	2	3	4	5
International Liaison	1	2	3	4	5

Jamal Jackson

Community Relations	1	2	3	4	5
Fundraising	1	2	3	4	5
Website Coordinator	1	2	3	4	5
International Liaison	1	2	3	4	5

Ryo Takahashi

Community Relations	1	2	3	4	5
Fundraising	1	2	3	4	5
Website Coordinator	1	2	3	4	5
International Liaison	1	2	3	4	5

2. Based on the ratings from the previous scale, identify either Hunter Campbell, Dustin Clark, Jamal Jackson, or Ryo Takahashi for each job assignment on the blank line provided. Then, rate your level of certainty with your decision on the following scale.

1	2	3
Not certain at all	Somewhat certain	Very Certain

Community Relations _____

To what degree are you certain of this decision?

1   2   3

International Liaison _____

To what degree are you certain of this decision?

1   2   3

Website Coordinator _____

To what degree are you certain of this decision?

1   2   3

Fundraising Coordinator _____

To what degree are you certain of this decision?

1   2   3

Appendix R: Participant Questionnaire

Participant Questionnaire

Instructions:

1. What do you assume the race for each employee to be and rate the degree in which you are certain of this assumption on the following scale.

1	2	3
Not certain at all	Somewhat certain	Very
Certain		

Hunter Campbell

_____ White   _____ Black   _____ Asian   _____ Hispanic or Latino

_____ Native Hawaiian or Pacific Islander   _____ American Indian or Alaska Native

To what degree are you certain of this?

1   2   3

Dustin Clark

_____ White   _____ Black   _____ Asian   _____ Hispanic or Latino

_____ Native Hawaiian or Pacific Islander   _____ American Indian or Alaska Native

To what degree are you certain of this?

1   2   3

Jamal Jackson

_____ White   _____ Black   _____ Asian   _____ Hispanic or Latino

_____ Native Hawaiian or Pacific Islander   _____ American Indian or Alaska Native

To what degree are you certain of this?

1   2   3

Ryo Takahashi

_____ White   _____ Black   _____ Asian   _____ Hispanic or Latino

_____ Native Hawaiian or Pacific Islander   _____ American Indian or Alaska Native

To what degree are you certain of this?

1   2   3

2. Please indicate which race you believe would likely hold each of the four job assignments.

1 Extremely Unlikely	2 Unlikely	3 Neutral	4 Likely	5 Extremely Likely

Community Relations

White	1	2	3	4	5
Black	1	2	3	4	5
Asian	1	2	3	4	5
Native Hawaiian or Pacific Islander	1	2	3	4	5
Hispanic or Latino	1	2	3	4	5
American Indian or Alaska Native	1	2	3	4	5

International Liaison

White	1	2	3	4	5
Black	1	2	3	4	5
Asian	1	2	3	4	5
Native Hawaiian or Pacific Islander	1	2	3	4	5
Hispanic or Latino	1	2	3	4	5
American Indian or Alaska Native	1	2	3	4	5

Website Coordinator

White	1	2	3	4	5
Black	1	2	3	4	5
Asian	1	2	3	4	5
Native Hawaiian or Pacific Islander	1	2	3	4	5
Hispanic or Latino	1	2	3	4	5
American Indian or Alaska Native	1	2	3	4	5

Fundraising Coordinator

White	1	2	3	4	5
Black	1	2	3	4	5
Asian	1	2	3	4	5
Native Hawaiian or Pacific Islander	1	2	3	4	5
Hispanic or Latino	1	2	3	4	5
American Indian or Alaska Native	1	2	3	4	5

Please answer the questions below using the scales provided.
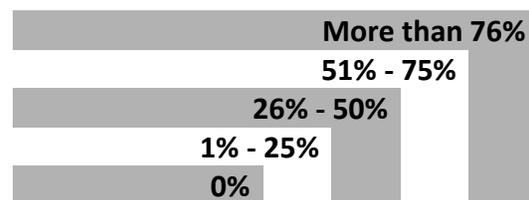
	0%	1% - 25%	26% - 50%	51% - 75%	More than 76%
Closest Friends					
1. How many of your closest friends are **White**?	O	O	O	O	O
2. How many of your closest friends are **Black**?	O	O	O	O	O
3. How many of your closest friends are **Asian**?	O	O	O	O	O
4. How many of your closest friends are **Native Hawaiian or Pacific Islander**?	O	O	O	O	O
5. How many of your closest friends are **Hispanic or Latino**?	O	O	O	O	O
6. How many of your closest friends are **American Indian or Alaska Native**?	O	O	O	O	O
7. How many of your closest friends are **Bi-Racial or Multi-Racial**?	O	O	O	O	O
Cell Phone Contacts					
8. How many of the contacts saved on your cell phone are **White**?	O	O	O	O	O
9. How many of the contacts saved on your cell phone are **Black**?	O	O	O	O	O
10. How many of the contacts saved on your cell phone are **Asian**?	O	O	O	O	O
11. How many of the contacts saved on your cell phone are **Native Hawaiian or Pacific Islander**?	O	O	O	O	O
12. How many of the contacts saved on your cell phone are **Hispanic or Latino**?	O	O	O	O	O
13. How many of the contacts saved on your cell phone are **American Indian or Alaska Native**?	O	O	O	O	O
14. How many of the contacts saved on your cell phone are **Bi-Racial or Multi-Racial**?	O	O	O	O	O
Social Media Friends					
15. How many of your social media friends are **White**?	O	O	O	O	O
16. How many of your social media friends are **Black**?	O	O	O	O	O
17. How many of your social media friends are **Asian**?	O	O	O	O	O
18. How many of your social media friends are **Native Hawaiian or Pacific Islander**?	O	O	O	O	O
19. How many of your social media friends are **Hispanic or Latino**?	O	O	O	O	O
20. How many of your social media friends are **American Indian or Alaska Native**?	O	O	O	O	O
21. How many of your social media friends are **Bi-Racial or Multi-Racial**?	O	O	O	O	O

Please answer the questions below using the scales provided.

		Extremely Unlikely	Unlikely	Neutral	Likely	Extremely Likely
Dating						
22	How likely would you date a **White** person?	○	○	○	○	○
23	How likely would you date a **Black** person?	○	○	○	○	○
24	How likely would you date an **Asian** person?	○	○	○	○	○
25	How likely would you date a **Native Hawaiian or Pacific Islander** person?	○	○	○	○	○
26	How likely would you date a **Hispanic or Latino** person?	○	○	○	○	○
27	How likely would you date an **American Indian or Alaska Native** person	○	○	○	○	○
28	How likely would you date a **Bi-Racial or Multi-Racial** person?	○	○	○	○	○

Please answer the questions below using the scales provided.

		Rarely	Not Often	Occasionally	Frequently
1.	People are placed into jobs based on stereotypes.	○	○	○	○
2.	People are assigned jobs based on relevant qualifications.	○	○	○	○
3.	Companies should consider diversity issues in making job assignments.	○	○	○	○

Appendix S: Demographics

Demographics

Please indicate your gender and ethnicity by placing an X in the space beside your choice and write in your age.

1. **Gender**:

Male _____   Female _____

2. **Race**:

White   _____   Black   _____

Asian   _____   Native Hawaiian or
                                      Pacific Islander   _____

Hispanic   _____   American Indian or
or Latino   Alaska Native   _____

Bi-Racial or
Multi-Racial   _____

2. **Age:** _____

3. **Year in school**:

Freshman   _____

Sophomore   _____

Junior   _____

Senior   _____

Graduate Student   _____

Appendix T: IRB Approval Letter

**MIDDLE
TENNESSEE**
STATE UNIVERSITY

2/18/2014

Investigator(s): Kimberly Do, Dr. Judith Van Hein
Department: Psychology
Investigator(s) Email Address: kad4f@mtmail.mtsu.edu; Judith.VanHein@mtsu.edu

Protocol Title: Perceptions of Employee Race, Skills, and Its Impact on Job Assignment Distribution

Protocol Number: #14-216

Dear Investigator(s),

Your study has been designated to be exempt. The exemption is pursuant to 45 CFR 46.101(b)(2) Educational Tests, Surveys, Interviews, or Observations.

We will contact you annually on the status of your project. If it is completed, we will close it out of our system. You do not need to complete a progress report and you will not need to complete a final report. It is important to note that your study is approved for the life of the project and does not have an expiration date.

The following changes must be reported to the Office of Compliance before they are initiated:
- Adding new subject population
- Adding a new investigator
- Adding new procedures (e.g., new survey; new questions to your survey)
- A change in funding source
- Any change that makes the study no longer eligible for exemption.

The following changes do not need to be reported to the Office of Compliance:
- Editorial or administrative revisions to the consent or other study documents
- Increasing or decreasing the number of subjects from your proposed population

If you encounter any serious unanticipated problems to participants, or if you have any questions as you conduct your research, please do not hesitate to contact us.

Sincerely,

Kellie Hilker, Compliance Officer
Office of Compliance
615-494-8918