GRA 19502

Master Thesis

The Influence of Gender Biased Job-Advertisements - Does Gender and Personality Traits Matter?

Navn:	May Christensen, Martine Børsum Haugen

Start:	02.03.2018 09.00
Finish:	03.09.2018 12.00

Name of students:
May Christensen
Martine Børsum Haugen

Submission date:
26.08.2018

Campus:
BI Oslo

Examination code and name:
GRA 19502 Master Thesis

Study programme:
Master of Science in Leadership and Organizational Psychology

Acknowledgements

This thesis is the final assignment of the Master of Science program in Leadership and Organizational Psychology at BI Norwegian Business School. Since the beginning of 2016 we have worked with numerous lecturers and topics - resulting in a broad understanding of concepts included in this thesis. In finalizing this academic degree, several people deserve appreciation. First and foremost, we extend gratitude to each other, after years of continually working together. Second, participants completing our experiment must be acknowledged - as this thesis would be nothing without them. Last, but not least we would like to thank our supervisor, Thorvald Hærem for guidance, support and constructive feedback in this process. You have been highly valuable when facing challenges and frustration.

Abstract

Previous research have established that men and women react differently to job-advertisements that are masculinely and femininely formulated, and biased wording have proven to affect feeling of belongingness, and ultimately the inclination to apply for a job (Gaucher, Friesen & Kay, 2011). However, we propose that certain personality traits matter more than gender itself, as personality has proven to be highly decisive for the choices we make (McCrae & John, 1992; Hogan & Holland, 2003). Traits are according to researchers found to be the most useful concept structuring personality, explaining or describing differences between people, and also in allowing for detailed and solid personality judgments (e.g., Allik, 2018 ; Kreitler, 2018 ; Weiss, 2018 ; Fajkowska, 2018). The concept of personality in regards to gender biased wording is to our knowledge not extensively examined, and there is a lack of empirically demonstrated findings. This may be a heretofore unacknowledged topic of inequality maintenance, illustrating how biased wording may contribute to a limited and narrow pool of applicants. The experiment found no effect of gender, but rater supported our prediction of how personality traits moderates the effect between gendered wording and inclination to apply for a job. The results indicate that self-consciousness, assertiveness, modesty and competence has significant effect, but not consistently in the hypothesized direction.

Table of content

Figures and tables

Appendices

Appendix 1: The survey

Appendix 2: Relevant job-advertisements

Appendix 3: Feminine and masculine words

Appendix 4: Multiple linear regression with age

Appendix 5: Coefficients- belongingness as dependent variable

Appendix 6: Coefficients- belongingness+inclination to apply as dependent variable

Appendix 7: NEO PI-R certifications

1.0 Introduction

Throughout time, the concepts of both gender and personality have been extensively examined in organizational psychology, and there is a common notion that debates regarding these areas rarely reach any definitive. The concept's influence on various aspects of our working life are broad, intangible and continuous - not making them any less interesting to investigate. On the contrary, it makes them even more fascinating, and possibly also more of a necessity to explore widely. Due to the latter, this experiment will investigate the role of gender and personality on the feeling of belongingness and the inclination to apply for a job, when job-advertisements are femininely or masculinely worded.

Previous literature have established how choice of language (words, characteristics, adjectives, etc.) has an impact on people's inclination to apply for a position. Existing research often solely focus on gender in relation to this topic, hence how men and women react differently to a variety of words in job-advertisements (e.g Gaucher, Friesen & Kay, 2011; Bem & Bem, 1973; Horvath & Sczesny, 2015; Heilman, 2012; Taris & Bok, 1998). We want to investigate if we can find comparable results. However, we also want to challenge this assumption, and therefore want to include the personality facets of *self-consciousness*, *assertiveness*, *modesty*, *competence*, *cautiousness* and *achievement-striving*. These are all proven to be decisive for behaviour, real-life outcomes - particularly in work-related contexts (McCrae & John, 1992; Hogan & Holland, 2003).

The purpose of our experiment is to establish whether gender biased wording, at least in part, may explain underrepresentation of men or women in certain work-related areas, as well as to establish whether personality or gender play the most important role when applying for a job. We also aim to fill gaps in the recruitment and attraction literature, by extending on previous research and include gender biased wording, gender itself and personality all together. Previous research have already established how amongst other "groupthink" (Janis, 1972), "self-fulfilling prophecies" (Rosenthal & Jacobsen, 1968), complementary- (Jost & Kay, 2005 ; Kay, Jost, Mandisonza, Scherman, Pertrocelli & Johnson, 2007) and compensatory stereotypes (Kay, Czaplinski & Jost, 2009 ; Kervyn, Yzerbyt, Judd & Nunes, 2009 ; Napier, Thorisdottir & Jost, 2010) and "injunctification" (Jost & Banaji, 1994 ; Jost, Banaji & Nosek, 2004) may be contributing factors to

why either men or women get excluded from different work domains, but less attention have been payed to the contributing factors for why men or women themselves choose not to apply for certain positions. We know that amongst other social learning theory (Sidanius & Pratto, 1999), the general socialisation approach (Sidanius & Pratto, 1999), the in-group/out-group conflict (Sidanius & Pratto, 1999), belongingness (Gaucher, Friesen & Kay, 2011), lack of fit (Heilmann, 2012) and role congruity (Eagly & Karau, 2002) may, in part, explain this phenomenon - but this experiment's extension on personality traits, makes it unique compared to previous findings. Gender biased wording may not only contribute to the exclusion of one gender in certain work-related areas, but seeing as personality traits are thought to be either feminine or masculine (see Heilman, 2012 ; Horvath & Schezny, 2015) it may also contribute to the unintended exclusion of certain personality types. In essence, this may help broaden the understanding of how specific job-advertisements attract similar applicants - beyond the fact that they may share educational background, interests and overall demographics. Additionally, our research may also provide practitioners, and not only scientists, with the identification of how to accommodate all personality types in an applicant pool, through more neutral and non-biased formulations.

In the following, we will present and review relevant literature. This will provide both insight and support to the developed research question:

"How does gender and personality moderate the effect of masculine and feminine worded advertisements?"

We begin this paper by briefly clarifying the concept behind masculine and feminine wording by applying Gaucher et al's framework (2011), and giving a theoretical background as to how gender and related biases have proven to impact and alter people's feeling of *belongingness*, eligibility and self-perception (Horvath & Sczesny, 2015; Heilman, 2012; Taris & Bok, 1998; Sidanius & Pratto, 1999). Furthermore, we emphasize applicable literature related to trait theory and personality measures, to provide a solid groundwork for the experiment. A quasi-experiment, distributing participants to either a feminine or masculine condition is applied. A gender variable is included, and a sample of personality traits and level

of belongingness are measured. These variables are analyzed using a multiple linear regression analysis.

Our experiment supports the suggestion that personality traits moderate the effect of feminine and masculine worded job-advertisements, and some are more profound than others. However, the results neglect some previously established ideas, making the study both interesting and contributing to research.

As a whole, the following conceptual model is proposed:

Figure 1: Conceptual model
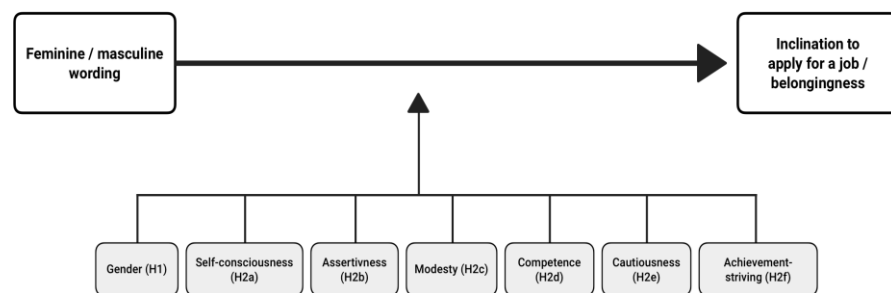
2.0 Theoretical background

It is constructive to briefly establish what we use as premise when referring to masculine and feminine wording, before presenting theory relevant to the assumption that gender and personality moderates the effect of gender biased wording. Certain adjectives and descriptives are considered as either feminine or masculine, and Gaucher et al.'s (2011) framework is here applied to establish an understanding of these in a context concerning job-advertisements. When speaking of "gendered wording", Gaucher et al. (2011) refer to masculine- and feminine- themed words, frequently associated with gender stereotypes. These associations are based on assumptions about *how* and *wha*t men and women tend to be like, and this we be elaborated more in detail later (Gaucher et al., 2011; Heilman, 2012, Horvath & Sczesny, 2015). A full overview over feminine- and masculine- associated words used in Gaucher et al. (2011) can be found in Appendix 3.

2.1 Stereotyping - Essential background

Stereotyping is thought to be an underlying origin for all the following theories in this thesis, and according to Hamilton and Gifford (1976) stereotyping ultimately stems from a predisposition to want to make sense of and connect events. It is also emphasised that holding stereotypes in the first place, correlates with the likelihood of forming overall stereotypical illustrations (Hamilton and Gifford, 1976), allowing there to become some sort of "common notion" of one group not belonging amongst the other, in certain work-situations or occupations. Ones learned, social stereotypes are easily activated, and after multiple experiences of expected features to actually go together, people learn to stereotype as a means to simply "function effectively" (Sidanius & Pratto, 1999). According to Sidanius and Pratto (1999) these associations are so well rehearsed that there is only need for a restricted number of cues for stimuli to happen. One might think that these assumptions and associations most commonly relate to other people around us, but according to Heilman (2012) we are just as likely to place these biased and stereotypical notions on ourselves. The phenomenon of stereotyping is therefore highly relevant to our thesis, as holding a certain gender comes with pre-given assumptions of how we should behave, what we should think and ultimately whether we would belong and succeed in certain work-positions.

Social learning theory in many ways relates to the abovementioned cognitive approach to stereotyping, but the theory, more so than the latter, explore the cognitive foundation of prejudice and stereotyping, while additionally looking into people's desire to fit in and be an accepted member of a collective group (Sidanius & Pratto, 1999). The *general socialization approach* emphasises how biases and discriminatory behaviour – both towards others, but also towards oneself – comes as a result of being *socialized and trained* to behave or feel in certain ways, and not just developing biases on the basis of visible cues (Sidanius & Pratto, 1999). In this case, ways of behaving and feeling that are in line with what is socially accepted and taught to be right is rewarded, and by "feeding" these biases they are ultimately reinforced. Biases and behaviours that are not in accordance with what is taught to be "right" will be considered inappropriate and thereby punished, leaving people to eventually drop them and eliminate them from their repertoire of casualties (Sidanius & Pratto, 1999).

2.2 Belongingness

Belongingness is by Gaucher et al. (2011, p.112) defined as "feeling that one fits in with others within a particular domain". In relation to *wording of advertisements*, this becomes relevant, as feeling of belongingness can be cued by certain signals in the environment (Gaucher et al., 2011). Purdie-Vaughns, Steele, Davies, Ditlmann and Crosby (2008) evidenced that cues related to social identities can affect people's willingness and desire to approach certain domains, like for instance an occupation or a job. This turned out be especially important in cases where cues signalled *devaluation* of certain social identities, resulting in some groups feeling a lack of belongingness to a particular domain (Purdie-Vaughns et al., 2008). Such cues can be communicated through for instance use of pictures, portrayed culture etc.- or by certain gendered words in advertisements, as anticipated by Gaucher et. al (2011).

Gaucher et al. (2011) conducted five studies, where the two initial ones were to establish the actual prevalence of gendered wording in job-advertisements. By content-coding over 4000 job advertisements, they were able to conclude that gendered wording in job-advertisements exist, and that job-advertisements within male-dominated areas were clearly more masculine worded than those dominated by women (Gaucher et al. 2011). Gaucher et al.'s (2011, p. 117) studies established that gender predicted the difference in belongingness significantly - women anticipated to feel less belongingness for jobs being masculinely worded, and lastly, this reduction in belongingness predicted less job appeal. Further, Taris and Bok (1998) established that when rating advertisement's attractiveness based on three different conditions (male, female and neutral), men found all three conditions equally attractive, whereas women found the neutral and female condition significantly more attractive than the male condition. Regarding participant's subjective eligibility, Taris and Bok (1998) found that for neutral and female worded advertisements, there was no effect of gender, meaning that men and women felt subjectively equally eligible for the job. However, when faced with a male condition, men felt significantly more eligible than women.

2.3 The in-group/out-group conflict theory

The in-group/out-group conflict theory supports the notion that women and men will seek to become a part of groups where their own gender is strongly represented (Sidanius & Pratto, 1999). In other words, for a man to apply for a feminine position will be less likely than for him to apply for a masculine one, as the need to be a part of an "in-group" is a part of our basic human needs (Sidanius & Pratto, 1999). The theory emphasises how prejudice and discrimination come as a result of groups being locked in so called zero-sum competition – leaving an impression of one groups gain, being the others loss. This provokes a feeling of threat; hence negative stereotyping of the out-group occurs (Sidanius & Pratto, 1999). In this case, the in-group, e.g. a group consisting of the same gender, will experience in-group solidarity, awareness of in-group identity and internal cohesion. The realistic group conflict model has it flaws in assuming that groups always believe themselves to be in zero-sum competition over valued resources (Sidanius & Pratto, 1999, p.17). Nonetheless, we know that these in-groups and out-groups exist in our working life, leaving this realistic group conflict to prove relevant.

2.4 Lack of fit and role congruity

Related to the research presented above is the theory of "lack of fit" (see e.g Heilmann, 2012). Schein (1973) and Katila and Eriksson (2013) claim and shed light on how attributes associated with being successful is distinct from those typically associated with women. Interrelated to this is the idea of men holding agentic attributes, whereas women are considered to hold more communal ones (Heilman, 2012). More specifically, this implies that women often are helpful, kind and likeable (communal attributes), and men are seen as for instance more assertive, ambitious and dominant. A so called "lack of fit" is a result of perceived fit between a gender's expected attributes and the attributes required to succeed in a given occupation (Heilman, 2012).

Eagly and Karau's (2002) theory of *role congruity* narrates to Heilman's (2012) lack of fit model. *Role congruity* implies that prejudice towards members of a social group (e.g. women or men) can emerge in the relation between perceived characteristics and the requirements that the given group members hold or pursue to hold. The theory thereby opens up for biases to be a result of

incongruity between the stereotyped *expectations*, and the attributes and characteristics that are *assumed* to be crucial in certain social roles (Eagly & Karau, 2002). In situations where there is consistency between a group member's characteristics and attributes, and the social roles that the group is thought to fill, a positive perception arises, while incongruity would have the opposite effect. Drawing from the theories above, we hypothesize accordingly:

H1: The relationship between feminine/masculine wording and the inclination to apply for a job, is moderated by gender.

2.5 Personality - Trait theories

Trait theories are by various researchers taught to be somewhat consistent with human behaviour - meaning that a given behaviour, to some extent will be visible through certain traits and characteristics, along with being somewhat consistent across situations (Hogan & Holland, 2003 ; Neal, Yeo, Koy & Xiao, 2012). McCrae and John (1992, p. 175) define *personality* as "the most important ways in which individuals differ in their enduring emotional, interpersonal, experiential, attitudinal, and motivational styles", while *traits* are defined as "dimensions of individual differences in tendencies to show consistent patterns of thoughts, feelings and actions" (McCrae & Costa, 1990, p. 23).

There is consensus among researchers on the fact that trait theories are taught to be highly relevant within research on personality, but we also have to keep in mind that it is a "continuously developing paradigm" (Fajkowska & Kreitler, 2018, p. 1). In itself, a *trait* is considered as a stable characteristic of a person and is said to function by being at a person's disposal or as a propensity to act on certain forms of behaviour (Martinsen, Nordvik & Østbø, 2005). Based on the latter, one may argue that traits are synonymous with abilities - making a person act to some kind of *extent* and can therefore be useful when defining various dimensions within a persons' personality (Raaheim & Nielsen, 1997). The three "founding fathers" of trait psychology, namely Allport, Cattell and Eysenck, would also probably agree on some basic assumptions related to traits - e.g. that "traits constitute the structure of personality, account for inter- and interindividual differences, and are measurable and relatively independent of each other" (Fajkowska & Kreitler, 2018, p. 1). Ultimately, traits are according to numerous

researchers, and across different theories, proven to be the *most* useful concept in structuring personality, explaining or describing differences between people, and also in allowing for detailed and solid personality judgments (e.g., Allik, 2018 ; Kreitler, 2018 ; Weiss, 2018 ; Fajkowska, 2018).

2.6 Big 5 - NEO PI-R

Personality traits have been studied for decades, and according to e.g. Costa and Kay (1995) almost all personality traits can be understood in terms of five basic dimensions - namely the Big Five factor scales. We have chosen to base our selection of traits on the framework initially presented by Goldberg (1990), and later validated by Costa and McCrae (1992), more commonly known as the Five Factor Model or the "Big 5". The Big 5 consists of five primary factors; extraversion, agreeableness, conscientiousness, neuroticism and openness (Judge, Higgins, Thoresen & Barrick, 1999), and has been reclaimed through various analyses, in multiple languages and cultures, and both factor analytic studies and numerous researchers validate the framework's dimensionality and measures (McCrae & John, 1992 ; Pulver, Allik, Pulkkinen, & Hamalainen, 1995 ; Salgado, 1997). The dimensions and overall structure is also proven to be both credible and sustainable (Jang, Livesley, & Vernon, 1996 ; Judge et al., 1999 ; Martinsen, Nordvik & Østbø, 2011).

The NEO Personality Inventory-Revised (hereafter referred to as NEO PI-R) has over 2.000 results published in articles, chapters and books attesting the validity of the NEO scales (Costa & McCrae, 2008), and since its inception in 1978, it has assessed the most essential and important, general personality traits. The NEO PI-R has its basis in the Five Factor Model and has through the years contributed to a further understanding of the Big Five (Costa & McCrae, 2008). In their development of NEO PI-R, Costa and McCrae used targeted factor analysis "to select items that showed the best convergent and discriminant validity with respect to the intended set of traits", and the choice of using a five-point likert scale, instead of true/false showed more accurate assessments (Costa & McCrae, 2008). According to Costa and McCrae (2008), the cross-observer validity in regards to the NEO PI-R have been repeatedly demonstrated - pointing to correlations in the .40 to .60 range. This is well above the .30 limit once thought to declare the validity-limit for trait measures.

The NEO PI-R do not include scales intended to detect lying, defensiveness or malingering, due to the Costa and McCrae's doubt that such scales actually work. This is by some researchers pointed out as a limitation (e.g. Schinka, Kinder & Kremer. 1997), but rather substantiated by others such as Morey, Quigley, Sanislow, Skodol, McGlashan, Shea and Gunderson (2002), Piedmont, McCrae, Riemann and Angleitner (2000), Yang, Bagby & Ryder, (2000). Lastly, the NEO PI-R inventories are one of the most widely used psychological tests in the world, with versions in over 40 languages (Costa & McCrae, 2008).

The overall factors in the NEO PI-R inventory are the same as in the FFM, while the 36 under-facets are relatable, but not identical to the ones in the Big 5. In our research, we have chosen a selection of only 6 different personality facets, not focusing on the overall factors alone, but rather the narrower traits. According to Paunonen and Ashton (2001, p. 531), some facets have proven to predict behaviour equally or even better than the overall Big Five facets combined, and the researchers also point to "a substantial part of the criterion variance predicted by the facet scales is variance not predicted by the factor scales". In other words - using only the overall Big Five factor scales as behavioural predictors, may "entail a substantial compromise of one's assessment goals" (Paunonen & Ashton, 2001, p. 531). Paunonen and Ashton (2001) were also able to show how NEO PI-R facet scales add to the Big Five factor scales in the prediction of 10 criteria, meaning that using the narrower facets of NEO PI-R, will not only lead to "nontrivial increments in behaviour prediction", it will also contribute to essential advances when wanting to explain explicit behaviour (Paunonen & Ashton, 2001, p. 531- 532).

Roberts, Kuncel, Shiner, Caspi and Goldberg (2007) argue that scoring high or low on an excerpt of facets may predict amongst other career choice, and traits are also proven to be positively correlated with the likelihood of choosing leadership roles in one's career life. Roberts et al. (2007) further point out that certain personality traits alter people's eagerness to actively shape their environment, making it relevant to argue that personality traits, more so than overall factors, may predict to what extent people get affected by biases around them - which ultimately grasps the essence of our overall research question. The

facets included in this study are chosen based on theory showing their relevance to our overall question.

The description of the following traits are based on a *report* provided by Hogrefe, which for the time being is not available for reference.

An important notion must be made - namely that both undersigned authors are certified users of NEO PI-R, allowing us to both use the inventory and review the results in a proper way. Certifications can be found in Appendix 7.

2.6.1 Self- consciousness

Self-consciousness – ultimately a part of the primary factor *neuroticism*, involves amongst other, degree of sensitivity towards criticism and negative attention, meaning that people who are highly self-conscious often tend to be subtle and searching of "disapproval" (*report*). Scoring high on self-consciousness is synonymous with a tendency to feel inferior to others, and thereby wanting to avoid situations where disapproval may take place. Moreover, gender differences indicate that neuroticism correlates more positively with women (Martinsen et al., 2011).

H2a: *The relationship between feminine/masculine wording and the inclination to apply for a job, is moderated by the trait "self-consciousness". The higher the self-consciousness, the more positively correlated with applying for a feminine job.*

2.6.2 Assertiveness

Assertiveness is an under-facet of *extraversion* and is associated with being socially brave and daring to be dominant (*report*). People high on this dimension is often noticeable in social situations, while those who are low stay more in the background (*report)*. Roberts et al. (2007) point out that being high on extraversion, and in this case assertiveness, may facilitate more efficient processes, channeling complex information more quickly, in addition to being more creative in problem-solving. Schaefer, Williams, Goodie and Campbell (2004) also point out in relation to career success, that extraversion is predictive of effective behaviour, but it can also excel overconfidence in task performance.

According to Martinsen et al. (2011), men are often more extraverted than women.

Barrick and Mount (1991) emphasise in relation to assertiveness, how it is a valid predictor for effective performance in jobs related to sales and management. It also relates to being "social, talkative and active" - proving its importance in occupations where these requirements are part of the job (Barrick & Mount, 1991, p. 19). Burris (1976) notes how being assertive could predict the ability and willingness to learn new things, as scoring high on this trait ultimately means you are more active.

H2b: The relationship between feminine/masculine wording and the inclination to apply for a job, is moderated by the trait "assertiveness". The higher the assertiveness, the more positively correlated with applying for a masculine job.

2.6.3 Modesty

Modesty is an under-facet of *agreeableness,* and in this case the trait corresponds with being modest or self-effacing, in other words rarely bragging or gloating (*report*). The latter does not necessarily relate to lack of self-respect or self-esteem, but rather to refrain from arrogance and vanity (*report*). Roccas, Sagiv, Schwartz, and Knafo (2002) emphasise how modesty is important for how comfortable people are with both holding power and pursuing achievements, and they state that scoring high conflicts with desiring power positions or seeking self-pleasures (Roccas et al., 2002). According to Costa, McCrae and Dye (1991) modesty also refers to the "self-concept" - namely it relates to how people self-engage. Modest people contrast with arrogant people not preoccupied with themselves, and they also often feel a need for abasement. According to Costa et al. (1991), pathologically extreme lack of modesty is the clinical concept of narcissism. Lastly, Costa and McCrae (1995) found modesty to be negatively associated with intellectual capacity, but argue how it makes perfect sense, as modest individuals disclaim superior intellect, in contrast to e.g. narcissists.

H2c: *The relationship between feminine/masculine wording and the inclination to apply for a job, is moderated by the trait "modesty". The higher the modesty, the more positively correlated with applying for a feminine job.*

2.6.4 Competence

The last primary factor is *conscientiousness*, where we accentuate the traits *competence, cautiousness* and *achievement-striving*. With competence we measure *self-perceived* competence, and whether people find themselves capable, reasonable and effective (*report*). We also look at whether people tend to complete tasks successfully, or whether they misjudge situations (*report*). Costa et al., (1991) further describe the facet as relatable to amongst other being "capable", "sensible" and "accomplished", and also points to White's (1959, cited in Costa et al., 1991, p. 889) essay - explaining competence as "a major component of some versions of self-esteem". Multiple studies have also related competence to aspects of "rated" or "self-reported" intelligence (e.g. foresighted and logical) (Costa et al., 1991).

H2d: *The relationship between feminine/masculine wording and the inclination to apply for a job, is moderated by the trait "competence". The higher the competence, the more positively correlated with applying for a masculine job.*

2.6.5 Cautiousness

When looking at *cautiousness,* we measure the degree to whether people think before they act, along with taking unnecessary risks without weighing possible consequences (*report*). Messick and Hills (1959) underline how people scoring high on cautiousness tend to be unwilling to make a decision when the amount of information is insufficient. More specifically, this is commensurate to the concept of "deliberation", defined by Murray (1938, p. 744, cited in Messick & Hills, 1959) as "inhibition, hesitation, and reflection before action". Costa et al. (1991) further describe cautiousness as relatable to "caution", "planning" and "thoughtfulness", and he also points out it's contrast in nature to making quick decisions and being highly impulsive.

H2e: *The relationship between feminine/masculine wording and the inclination to apply for a job, is moderated by the trait "cautiousness". The higher the cautiousness, the more positively correlated with applying for a feminine job.*

2.6.6 Achievement- striving

Achievement-striving is the last trait - related to aspirations and hard work (*report*). According to Costa et al. (1991), achievement-striving is consistent with the classic definition of it - namely "striving for excellence". Scoring high on this dimension means a need for success and a clear, ambitious direction in life, while scoring low may on the other hand convey low ambitions, but does not necessarily excel distress on the person lacking initiative (*report*). Lebowitz (2016) point out that people high on facets of conscientiousness are more likely to be successful in their careers, due to a determination to pursue their goals.

According to Barrick and Mount (1991), achievement-striving is one of the most valid predictors for overall successful job performance, along with the other dimensions of conscientiousness, which is also emphasised by Hogan and Hogan (1989). In 1989, Peabody and Goldberg labelled the overall personality dimension "Work", as it showed resemblance to the performance of work tasks (cited in Barrick and Mount, 1991). The latter, in combination with research conducted by Lebowitz (2016) opens up for achievement-striving to be highly predictive for having high ambitions and taking action.

H2f: *The relationship between feminine/masculine wording and the inclination to apply for a job, is moderated by the trait "achievement-striving". The more achievement-striving, the more positively correlated with applying for a masculine job.*

3.0 Methodology

3.1 Design

The included measures are all pre-tested, and have shown sufficient validity and reliability (Gaucher et al., 2011 ; Martinsen, 2005, 2011), thus we decided not to conduct a separate pilot of our study. We have chosen to apply a quantitative method - a survey based quasi-experiment using *Qualtrics*.

A "between-subjects" design will be applied (Charness, Gneezy & Kuhn, 2011). As emphasized by Charness et al. (2011), the external validity of a between-subjects design is thought to be high, as the participants are only faced with one manipulation. This reduce the risk of having order effects and disturbances of potential confounding variables (Charness et al., 2011). This

leaves us with a less biased and "affected" sample, contrary to for instance a within-subjects design (Charness et al., 2011). Additionally, Qualtrics ensures random assignment of participants to the two vignettes, a prerequisite for a well-conducted experiment (Charness et al., 2011). All procedures and applied measures are clearly defined throughout this paper, making it feasible for other researchers to replicate and test it later, thus enhancing the experiment's internal reliability (Bryman & Bell, 2015). However, as total anonymity is granted the participants, and as human behavior is not static, an exact replication will not be obtainable (Le Compte & Goetz, 1982).

The only manipulation in the experiment is the wording in the advertisement, thus the participants was either assigned to a "masculinely" or "femininely" worded job-advertisement titled "Project manager". The vignette is based on Gaucher et al.'s (2011) "Real estate agent" advertisement (see Appendix 2), keeping everything apart from the job title and lay-out similar, making it more comparable to standard Norwegian advertisements. The job title was changed from the original study, based on how a "Project manager" was found more neutral in our context. This was tested and ensured through a simple survey, including 30 participants (15 men and 15 women), recruited through convenience sampling. Using a neutral job title was a deliberate choice, as these are less associated with gender stereotypes, and allows testing of gendered wording effects, without being interfered by common associations related to gender within some occupations (Gaucher et al., 2011)

3.2 Measures

The Norwegian translation of NEO PI-R was first conducted by Martinsen et al. (2011) using a translation- back translation procedure, which was lastly accepted by McCrae. As clarified, we are only interested in some of the facets from the original NEO PI-R, hence items measuring only *competence*, *achievement-striving, cautiousness*, *modesty*, *self-consciousness* and *assertiveness* will be included (a total of 48 items included in the experiment). These items indirectly measure participants' scores and assess whether they are high or low on the given facets.

Further, we followed Gaucher et al.'s (2011) approach to measure anticipated belongingness, using a four-item measure, built partially on Walton

and Cohen's "Belongingness Scale" (2007, cited in Gaucher et al., 2011, p.116). The applied items on the scale are; "I could fit in well at this company", "I'm similar to the people who work in this career", "My values and this company's values are similar" and "The type of people who would apply for this job are very different from me". In the original study, these were measured on a Likert Scale, ranging from 1-7, whereas this study applied a Likert scale ranging from 1-5. Following findings from Gaucher et al. (2011), measuring participant's score on belongingness were believed to be a valid tool to assess their probability of applying for the job.

3.3 Sample

A virtual snowball sample were applied, recruiting participants through channels such as Facebook and LinkedIn (Bryman & Bell, 2015). This results in a non-probability sample as the survey has been distributed and shared openly. It must be emphasized how this technique has both advantages and disadvantages. Amongst others, it is inevitable to obtain a non-biased sample using this method, and a true population size cannot be determined (Bryman & Bell, 2015; Lynch, Calder, Phillips & Tybout, 1982). Despite the latter, Lynch et al. (1982) argue that the findings obtained from such a sample represent *some* population, but we cannot determine what characterizes it. One must be cautious in relation to generalizations, as the external validity is weaker when the population is unknown (Lynch et al., 1982).

A sample of 124 participants (83 women, 41 men) *completed* the web-based survey. The vignettes and the anonymous questionnaire was partially in Norwegian and English, thus the only entering requirement was that the participants understood both languages. Initially, we asked the participants to specify age and highest completed education.

3.4 Statistical procedure

The well-known and acknowledged statistical software SPSS (Statistical Package for the Social Sciences) is used to handle data, as this allows for extensive statistical analyses (Eikemo & Clausen, 2012).

Initially, incomplete answers were removed in order to avoid a non-response bias (Denscombe, 2009). Negatively worded items in the applied

measures were reversed in SPSS, resulting in all items being correctly interpreted, before computing total scores for the personality facets and the belongingness-scale. A vignette-variable was created, indicating 0 for the female vignette and 1 for the masculine vignette. A correlations matrix was used to examine the strength and direction of the relationship between the variables (Ringdal, 2013).

While a correlations analysis indicates the relation between two variables, a regression analysis allows for investigation into how one or more independent variables explain variance in a given dependent variable (Skog, 2004). A multiple linear regression analysis is therefore applied, as the dependent variable is continuous and sufficiently normally distributed (Johannessen, 2007).

A multiple linear regression analysis with *belongingness* as dependent variable was carried out, including all variables and only gender as an interaction with the vignette (genderXvignette). This was done to test *H1*. To improve the model and lower the VIF- values, the personality variables were centred, allowing us to trust the beta-coefficients (Aiken & West, 1991). A new regression analysis, including new centralized variables, as well as new interaction terms was conducted. Some variables are excluded from the analysis, due to the sample size (Pallant, 2016), starting with achievement-striving, based on its correlation with competence, as well as having no significant values in the analysis. They are also both included in the primary personality factor *conscientiousness* (Costa et al., 1991; Lebowitz, 2016).

Cautiousness was further excluded based on its values being the furthest from significant, in addition to its overlapping with other variables. Another regression analysis was conducted, using *inclination to apply* (ITA) as dependent variable. To improve the model variables such as achievement-striving and competence were removed. The third model included a new dependent variable - *belongingness+ITA*. Applying the same procedure as explained above. Due to high values, cautiousness and achievement-striving was again excluded from the model. The interaction of gender and age were removed from the model, as they increased the value of the other variables.

3.5 Results

The two models kept for further analyses includes "*belongingness*" and "*belongingness+ITA*" as dependent variables.

Table 1: Correlations matrix, including Pearson's r between personality variables and vignette.

Variables	1	2	3	4	5	6	7	8	9	10	11	12
(1) Age		-,008	-,011	,140	,173	,030	-,049	-,027	-,093	-,218	-,017	,110
(2) Gender	-,008		,088	,073	-,002	,031	-,098	-,151	,049	,022	-,113	,045
(3) Education	-,011	,088		-,164	,059	,053	-,018	-,177	,173	-,082	,012	,135
(4) Inclination to apply	,140	,073	-,164		,549	,106	,003	-,150	-,190	-,170	-,094	-,162
(5) Belongingness	,173	-,002	,059	,549		,349	-,084	-,322	-,003	-,242	,075	-,281
(6) Assertiveness	,030	,031	,053	,106	,349		-,361	-,271	,250	-,229	,276	-,031
(7) Self-consciousness	-,049	-,098	-,018	,003	-,084	-,361		,104	-,319	,076	-,371	-,098
(8) Modesty	-,027	-,151	-,177	-,150	-,322	-,271	,104		-,153	,199	,096	,090
(9) Competence	-,093	,049	,173	-,190	-,003	,250	-,319	-,153		,335	,452	,018
(10) Cautiousness	-,218	,022	-,082	-,170	-,242	-,229	,076	,199	,335		,331	,085
(11) Achievement-striving	-,017	-,113	,012	-,094	,075	,276	-,371	,096	,452	,331		,046
(12) Vignette	,110	,045	,135	-,162	-,281	-,031	-,098	,090	,018	,085	,046	

The correlation matrix shows a low correlation between the vignette and the variables, in particular the personality variables. The correlation between the two dependent variables (belongingness and inclination to apply) were also overlapping, meaning they measure the same concept. As mentioned, there is an overlap between achievement-striving and competence. As expected, competence, cautiousness and achievement-striving are moderately positively correlated, as they all are under-facets of conscientiousness.

Table 2

Regression analysis for hypotheses H2-HF

Variables	Belongingness		Inclination to apply+ belongingness	
	Model 1	Model 2	Model 1	Model 2
Age	0,178*	0,173*	0,182*	0,173*
Gender	-0,028	-0,0015	-0,005	0,007
Vignette	-0,268*	-0,268*	-0,265*	-0,264*
Modesty	-0,231*	-0,306*	-0,225*	-0,271*
Assertiveness	0,295*	0,089	0,274*	0,08
Self-consciousness	-0,002	-0,166	-0,007	-0,179
Competence	-0,089	0,107	-0,136	0,036
ModestyXvignette		0,067		0,026
AssertivenessXvignette		0,229*		0,217**
Self-consciousnessXvignette		0,191**		0,213**
CompetenceXvignette		-0,229**		-0,195
Adjusted R^2	0,241	0,277	0,226	0,255
F	6,626	5,311	6,167	4,866

N= 124. This table shows standardized beta-coefficients for the variables. * $p<0.05$, ** $p<0.01$

A higher significance level can be justified when the sample size is small, and when the tolerance for error is greater (Kim, 2015). It must be underlined that all the following results are interpreted with care.

Hypothesis 1 suggested that the relationship between feminine/masculine wording (gendered wording) and the inclination to apply for a job, is moderated by gender. Interestingly, this hypothesis is not supported in our analysis, as gender showed no significant main or interaction effects with either of the dependent variables. *Hypothesis 2a to 2d* predicted that the facets *self-consciousness*, *assertiveness*, *modesty* and *competence* moderated the relationship between feminine/masculine wording and the inclination to apply for the job. Results most relevant to the hypotheses are; the Self-consciousness X Vignette interaction emerged (B=0.27/0.19, p=0.07/0.01), partially supporting our prediction that level of self-consciousness moderates the relationship between gendered wording and inclination to apply for a job. A main effect of assertiveness arises in model 1 (B= 0.24/0.22, p= 0.00/0.00), as well as an interaction of Assertiveness X Vignette (B= 0.30/0.27, p= 0.06/0.04), providing support for the prediction that level of assertiveness moderates the relationship between gendered wording and inclination to apply for a job. A clearly significant main effect of modesty emerged in both model 1 (B= -0.21/-0.18, p= 0.01/0.01) and 2 (B= -0.26/-0.24, p= 0.02/0.01). No interaction of Modesty X Vignette was apparent, thus *H2c* is rejected. The predicted Competence X Vignette interaction emerged as significant on *belongingness* (not *belongingness+ITA*) (B= -0.31, p= 0.07), partially supporting the notion that level of competence moderates the relationship between gendered wording and the inclination to apply for a job. There is a significant main effect of the vignette on the dependent variables (p <0.05), indicating that it has a substantial influence. Significant findings will further be discussed, and relevant interaction effects are plotted using Dawson's worksheet (http://www.jeremydawson.co.uk/slopes.htm).

4.0 Discussion

Modesty

We hypothesized that modesty would moderate the relationship between a feminine/masculine worded job-advertisement and the extent participants was

inclined to apply for the given job. We predicted that participants with a high score on modesty would be more inclined to apply for the job being femininely worded. Theory suggests that modest people tend to be less comfortable with holding power, as well as to a lesser extent pursue and display achievements (Roccas et al., 2002). The relationship between this variable and participant's inclination to apply for the job is negative. This is commensurate to previous theoretical findings, illustrating a negative relationship between high score on modesty and pursue of power and self- pleasure (Roccas et al., 2002). The feminine manipulation included words as; "ideal candidate", "dependable judgement" and "pleasant attitude", whereas the masculine version emphasized e.g that the superior candidate would be self-confident as well as having a decisive judgement. In sum, these adjectives and descriptions might hinder highly modest people from applying, as they do not consider themselves as either self-confident, superior, pleasant etc. (Costa & McCrae, 1995).

As discussed earlier, Purdie-Vaughns et al. (2008) argue that cues, such as words in a job-advertisement, has an impact on the extent they desire to approach certain domains. More specifically, cues that decrease a feeling of belongingness towards e.g a particular context, situation or organization might induce distance, thus result in highly modest people avoiding to for instance apply for such a job. The examples drawn from the manipulated job-advertisements might function as such cues, making modest people feel distant from the presented characterizations. As found by Purdie-Vaughns et al. (2009) and Gaucher et al. (2011) these "feelings" tend to vary amongst gender, but our results indicate how the same mechanisms dominate for modest people, in terms of how they seem to feel both less belonging and less eligible for either (any) position.
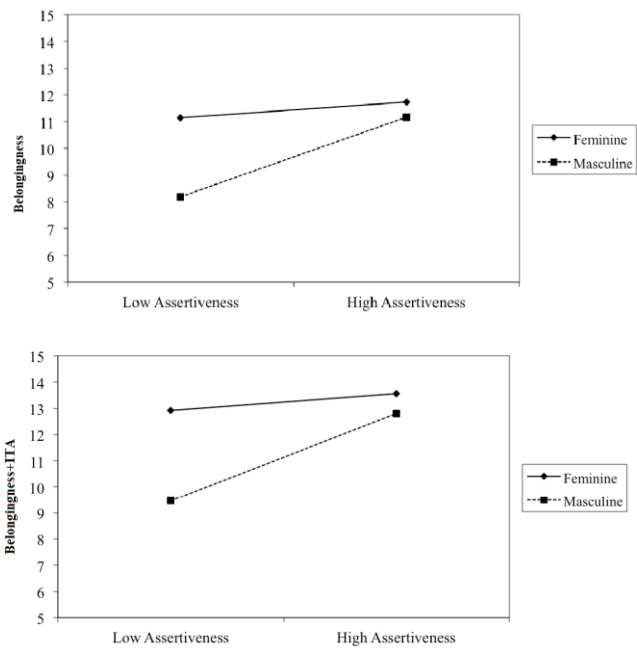
Furthermore, Eagly and Karau's (2015) theory on *role congruity* and Sidanius and Pratto's (1999) *general socialization approach*, might provide some additional insight to the latter reflections. The role congruity theory emphasizes, as mentioned earlier, how people tend to act in congruence with what is expected of them (Eagly & Karau, 2015). This is comparable to the general socialization approach, stating that being trained and socialized to behave and feel in certain ways, induce the chance of discriminatory behavior towards others, but equally important towards oneself (Sidanius & Pratto, 1999). This is previously considered in relation to expectations towards men and women in a variety of

settings, but as these results imply- highly modest people seem to act in accordance with what they find is expected of them, namely to stay in the background and don't seek self-pleasure. However, whether these particular expectations are socially constituted or if they mostly stem from within themselves, is unknown (Heilman, 2012). A final interesting remark is how the trait modesty correlates negatively with self-ascribed intellectual capacity (Costa & McCrae, 1995), making our findings support the notion of modest people rarely viewing themselves as eligible and competent.

Assertiveness

Figure 2: Interaction effect of the independent variable "assertiveness", on the dependent variable "belongingness" and "belongingness+inclination to apply"

We predicted assertiveness to moderate the relationship between a feminine or masculine worded advertisement, and whether the participant would want to apply for the given job. The prediction was that a high score on assertiveness would be positively correlated with applying for the *masculine* job. Assertiveness is according to Martinsen et al. (2011) and Gaucher et al. (2011) a trait more often related to men and masculinity, which may explain why the trait is progressively comparable with the masculine position, as assertiveness increases. Burris (1976), Barrick and Mount (1991) also argue how assertiveness is positively correlated with wanting to try new things, being social, talkative and active - which may explain why an increase in assertiveness, would lead to an increase in wanting to apply for a position, possibly seen as more of a challenge.

Interestingly enough, assertiveness does not moderate willingness to apply, or feeling of belongingness when it comes to the feminine position, and it

is only a minor difference between those who score high or low. The figures also illustrate that those scoring low on assertiveness are the ones who are most sensitive to the manipulation, thus most affected of masculine/feminine wording. This may be explained by theory saying that people who are low on assertiveness prefer to be more in the background - making the masculine position seem the farthest from their comfort zone (Burris, 1976). A low score on assertiveness is also relatable to being less social and confident - possibly making the feminine position seem more preferable and safe.

Our results also indicate that when being highly assertive, the difference in preference for the two positions is smaller, and these participants are more equally inclined to apply in both conditions. Relating the latter to theory, and to the notion that assertiveness is a masculine trait (Gaucher et al., 2011; Heilmann 2012) this is commensurate to previous findings, stating that men (thought to hold agentic traits) are less governed by gendered wording in advertisements (Gaucher et al., 2011). Considering this in our context, we assume that regardless of gender, assertive people are inclined to pursue a job that is formulated in both a masculine and a feminine worded advertisement, thus they are less affected.

The in-group/out-group conflict theory may also prove relevant. Initially, this theory focuses on gender, but we find it legitimate to argue that it is applicable in relation to personality traits. In other words, being low on assertiveness may lead to seeking out groups where one can find "compatible others", and in this case the feminine position may more so than the masculine, represent the group where the less assertive people gather. On the other hand, one must also note that the feminine position still is the most preferred one when assertiveness is high, but equally important is the notion of the masculine position being the one that increases the most, in line with the increase in assertiveness.

Self-consciousness

Figure 3: Interaction effect of the independent variable "self-consciousness", on the dependent variable "belongingness" and "belongingness+inclination to apply"

We find that people with a low score on self-consciousness are the most inclined to apply for the feminine worded advertisement, and figure 3 illustrate how those scoring low on self-consciousness are most sensitive for the manipulation, given the high disparity. This is in the opposite direction of what was hypothesized, as we predicted one would pursue a position with a more inclusive climate, contrary to one where the individual pressure is higher. The more self-consciousness increases in the masculine condition, the more the feeling of belongingness and inclination to apply for the masculine position increases, while a decrease appears in the feminine condition. Relating our findings to theory - one may argue that scoring *high* on self-consciousness leads to an avoidance of situations where disapproval might take place (*report*), which may be the case in the feminine position. In retrospect, one may argue that this position to a larger extent encourage e.g. "connection with potential buyers", "understanding of potential markets" (see Appendix 2), leaving people that have a tendency to "hold negative feelings, be more sensitive of criticism and more frequently experience inferiority" (*report*), to neglect it. However, we still acknowledge that the feminine position is the most preferred one across the whole scale of self-consciousness and results only illustrate an increase for the masculine position, as self-consciousness progresses.
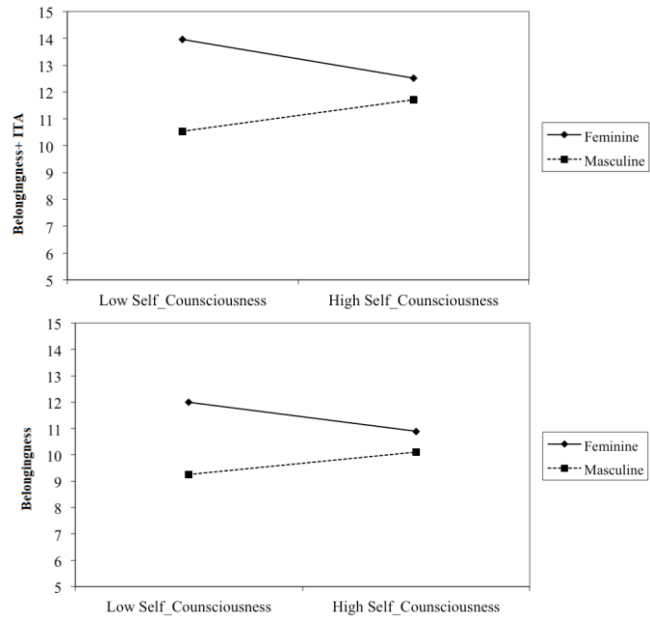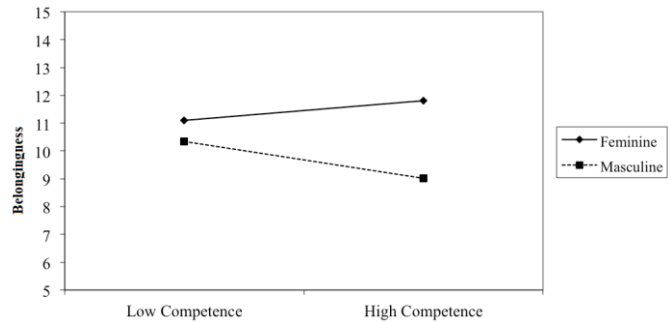
After further reflection, one also needs to acknowledge that a low score on self-consciousness indicates a clear preference for the feminine position. When viewing this isolated, it contradicts our latter arguments of wanting to avoid situations where disapproval from other may take place, as being confident (and

thereby less self-conscious) corresponds with applying for the femininely worded position, where interaction with others are part of the work requirements (*report*). The latter is relatable to findings on competence.

Competence

Figure 4: Interaction effect of the independent variable "competence", on the dependent variable "belongingness"

The results tell us that competence, as predicted, will moderate participants inclination to apply for a job and their feeling of belongingness, but not in the direction once thought.

The results show that the lower score on competence, the less difference in the feeling of belongingness in both the masculine and the feminine condition, while an increase in competence, will lead to a preference for the female one, and equally important - a neglect of the masculine one. This is interesting due to its contradiction from past findings in relevant research, stating that the facet "competence" is related to self-esteem, which again positively correlates the most with the masculine position. As earlier stated, there is according to White (1959, cited in Costa et al., 1991) a resemblance between competence and self-esteem, and the traits described in the masculine positions, should intuitively correlate the most with having high self-esteem. On the other hand, one may argue that a high level of *genuine* self-esteem and self-awareness of one's own competence, will lower the need to be in a so called "explicit power position", and choosing the feminine position when scoring high on competence may be due to a lesser need for external "confirmation" of one's own capabilities.

As previously stated, there is almost no difference in preference for either of the positions when scoring low on competence. We may therefore argue that competence moderates the willingness to apply or the feeling of belongingness to a greater extent when competence is high. This may be explained by someone with low self-reported competence, believing that they should apply for *any* job,

rather than the *most desirable job*, as chances are they won't be qualified for their preferred position.

Lastly, when competence is low, there is still a slight preference for the feminine worded position, which ultimately supports previous findings in research (Heilman, 2012 ; Horvath & Sczesny, 2015). Scoring oneself low on competence is often seen as more "communal" behaviour - supporting the desire to apply or feel belongingness to the more communal/feminine worded job-advertisement, and ultimately supporting theory on both role congruity and the in-group/out-group theory.

Lastly, it is evident to make notice of how the feminine worded job-advertisement throughout this research, in both conditions, always ended up being the most preferable one. Due to this, we find it necessary to point to our sample, and how the somewhat skewed distribution may be an explanatory factor in this regard. Our sample consisted of 83 women and 41 men - making the proportion of women extensively larger than the proportion of men.

5.0 Conclusion

Conclusively - we found no significant findings of gender on belongingness and the inclination to apply for a job, but on the contrary, we found that personality traits unquestionably matter. Research show that gender biased wording may not just lead to the exclusion of men or women in certain work-related areas, but based on our findings - also an exclusion of certain personality types. The latter also provides a supplementary understanding of why similar personalities assemble in similar occupations. Our results ultimately indicate that traits, more so than gender, matters when exposed to gender biased wording.

6.0 Theoretical implications and future research

Several interesting theoretical implications can be drawn from this experiment. Firstly, it adds upon previous research concerning use of feminine and masculine words in advertisements, by extending on studies by Gaucher et al., (2011). Our results ended up challenging the established notion of gender being conclusive, when being exposed to biased manipulations, meaning it adds to literature by increasing the span of investigated factors and interactions. Secondly, this thesis

brings a supplementary understanding of the impact of traits in work-related contexts, which again may reduce the exclusion of certain personality types. Our results are useful and important to both scientist and practitioners, and they may ultimately enhance and strengthen future recruitment processes.

Further, we recommend that this experiment should be replicated and extended upon with a larger sample, and with a more even distribution of men and women. If applicable and feasible, more personality facets could be included for a more thorough understanding of individual differences in regard to the impact of feminine and masculine words in job-advertisements. Lastly, it must be noted that when checking for age, there was a significant main effect (p=0.27 and 0.25), but in order to improve the model, this variable was excluded, as it was not a direct part of either the overall research question, nor any of the hypotheses. However, we recommend that this should be investigated further, as there might be interesting theoretical findings related to age and use of gender biased wording in job-advertisements.

7.0 Limitations

In line with other studies, this experiment is not without weaknesses and limitations. One of these are related to how the data collection contained "items non-response", meaning that some participants left questions unanswered, making us unable to include these in our final analyses (Denscombe, 2009). The latter is unfortunate as it affects the sample size, and potentially the quality and interpretations of our data (Denscombe, 2009). Further, it must be noted that participants are recruited from our personal Facebook and LinkedIn profiles, and further "shared" by our connections in these social media channels. This might limit the study as this sampling technique results in a risk of having a too homogenous sample, which might also have caused the uneven representation of gender. Moreover, it must be taken into consideration how "noise" might have affected the findings when participants conduct an online survey like this, which potentially alter their response (Bryman & Bell, 2015).

As emphasized earlier, the manipulated job advertisements, replicated from Gaucher et al. (2011) has been tested before, with a satisfactory validity and reliability, as well as statistically significant findings. However, we cannot declare that the manipulation is "strong" enough, as the results could have been more

unambiguous if the gendered wording were even more explicit. Nonetheless, it was of importance that the job advertisements were realistic.

Moreover, in the survey, we encouraged the participants to ignore their current occupational status and formal competence before evaluating the job advertisement they were distributed to. Despite the latter, we suspect that both the job title (project manager) and the listed work tasks and responsibilities might have affected their final decision of whether to apply if the latter elements were difficult for them to relate to. Ultimately, it must be taken into consideration how this might have had an impact on conclusions drawn from the data.

8.0 Literature

Aiken, L.S. & West, S.G. (1991), *Multiple Regression: Testing and Interpreting Interactions*. Newbury Park, CA: Sage Publications.

Allik, J. (2018). The almost unbearable lightness of personality. *Journal of Personality,* 86, 109-123.

Barrick, M. R., & Mount, M. K. (1991). The big five personality dimensions and job performance: a meta-analysis. *Personnel psychology*, *44*(1), 1-26. doi: https://doi.org/10.1111/j.1744-6570.1991.tb00688.x

Bem, S.L. & Bem, D.J. (1973). Does Sex-biased Job Advertising "Aid and Abet" Sex Discrimination? *Journal of Applied Social Psychology, 3*(1), 6-18.

Burris, R. W. (1976). Human learning. *Handbook of Industrial and Organizational Psychology. Chicago, Rand McNally*.

Charness, G., Gneezy, U. & Kuhn, M.A. (2011). Experimental methods: Between-subject and within-subject design. *Journal of Economic Behavior & Organization, 81*(2012), 1-8. doi: 10.1016/j.jebo.2011.08.009

Costa Jr, P. T., & McCrae, R. R. (1990). Personality disorders and the five-factor model of personality. *Journal of personality disorders*, *4*(4), 362-371. doi:https://doi.org/10.1521/pedi.1990.4.4.362

Costa Jr, P. T., McCrae, R. R., & Dye, D. A. (1991). Facet scales for agreeableness and conscientiousness: A revision of the NEO Personality Inventory. *Personality and individual Differences*, *12*(9), 887-898.

Costa, P.T. & McCrae, R.R. (1992). NEO PI-R professional manual. Odessa, FL: Psychological Assessment Resources

Costa Jr, P. T., McCrae, R. R., & Kay, G. G. (1995). Persons, places, and personality: Career assessment using the Revised NEO Personality Inventory. *Journal of Career Assessment*, *3*(2), 123-139. doi: https://doi.org/10.1177/106907279500300202

Costa Jr, P. T., & McCrae, R. R. (2008). The NEO inventories. *Personality assessment*, 213-245.

Denscombe, M. (2009). Item nonresponse rates: a comparison of online and paper questionnaires. *International Journal of Social Research Methodology*, *12*(4), 281-291

Eikemo, T. A., & Clausen, T. H. (Red.). (2012). Kvantitativ analyse med SPSS: en praktisk innføring i kvantitative analyseteknikker (2.utg). Trondheim: Tapir akademisk

Evans, J. R., & Mathur, A. (2005). The value of online surveys. *Internet research*, *15*(2), 195-219

Fajkowska, M. (2018). Personality traits: Hierarchically organized systems. *Journal of personality*, *86*(1), 36-54. doi: https://doi.org/10.1111/jopy.12314

Fajkowska, M., & Kreitler, S. (2018). Status of the Trait Concept in Contemporary Personality Psychology: Are the Old Questions Still the Burning Questions? *Journal of personality*, *86*(1), 5-11. doi: https://doi.org/10.1111/jopy.12335

Gaucher, D. , Friesen, J. & Kay, A.C. (2011). Evidence That Gendered Wording in Job Advertisements Exist and Sustains Gender Inequality. *Journal of Personality and Social Psychology, 101*(1), 109-128

Goldberg, L. R. (1990). An alternative" description of personality": the big-five factor structure. Journal of personality and social psychology, 59(6), 1216.

Hamilton, D. L., & Gifford, R. K. (1976). Illusory correlation in interpersonal perception: A cognitive basis of stereotypic judgments. *Journal of Experimental Social Psychology, 12*(4), 392-407. doi: http://dx.doi.org/10.1016/S0022-1031(76)80006-6

Heilman, M. E. (2012). Gender stereotypes and workplace bias. *Research in Organizational Behavior*, 32, 113–135. doi:10.1016/j.riob.2012.11.003

Hogan, J., & Holland, B. (2003). Using theory to evaluate personality and job-performance relations: A socioanalytic perspective. *Journal of applied psychology*, *88*(1), 100.

Hogan, J., & Hogan, R. (1989). How to measure employee reliability. *Journal of Applied psychology*, *74*(2), 273.

Horvath, L.K. & Sczesny, S. (2015). Reducing women's lack of fit with leadership positions? Effects of the wording of job advertisements. *European Journal of Work and Organizational Psychology, 25*(2), 316-328, doi: 10.1080/1359432X.2015.1067611

Janis, L Irving (1972). *Victims of groupthink: a psychological study of foreign-policy decisions and fiascoes.* Alaska: Hougthon Mifflin.

Johannessen, A. (2007). Introduksjon til SPSS (3rd edition.). Oslo: Abstrakt forlag.

Jost, J. T., & Banaji, M. R. (1994). The role of stereotyping in system justification and the production of false consciousness. *British Journal of Social Psychology, 33*, 1–27.

Jost, J. T., Banaji, M. R., & Nosek, B. A. (2004). A decade of system justification theory: Accumulated evidence of conscious and unconscious bolstering of the status quo. *Political Psychology, 25*, 881–919. doi:10.1111/j.1467-9221.2004.00402.x

Jost, J. T., & Kay, A. C. (2005). Exposure to benevolent sexism and complementary gender stereotypes: Consequences for specific and diffuse forms of system justification. *Journal of Personality and Social Psychology*, 88, 498 –509. doi:10.1037/0022-3514.88.3.498

Judge, T. A., Higgins, C. A., Thoresen, C. J., & Barrick, M. R. (1999). The big five personality traits, general mental ability, and career success across the life span. *Personnel psychology*, *52*(3), 621-652. doi: https://doi.org/10.1111/j.1744-6570.1999.tb00174.x

Katila, S. & Eriksson, P. (2013). He is a Firm, Strong-Minded and Empowering Leader, but is She? Gendered Positioning of Female and Male CEOs. *Gender, Work and Organization, 20*(1), 71-85. doi:10.1111/j.1468-0432.2011.00570.x

Kay, A.C., Jost, J.T., Mandisodza, A.N., Sherman, S.J., Petrocelli, J.V., & Johnson, A.L. (2007). Panglossian ideology in the service of system justification: How complementary stereotypes help us to rationalize inequality. In M. P. Zanna (Ed.), Advances in experimental social psychology (Vol. 39, pp. 305–358). San Diego, CA: Elsevier. doi:10.1016/S0065-2601(06)39006-5

Kay, A. C., Czaplinski, S., & Jost, J. T. (2009). Left–right ideological differences in system justification following exposure to complementary versus noncomplementary stereotype exemplars. *European Journal of Social Psychology, 39*, 290 –298. doi:10.1002/ejsp.500

Kervyn, N., Yzerbyt, V. Y., Judd, C. M., & Nunes, A. (2009). A question of compensation: The social life of the fundamental dimensions of social

perception. *Journal of Personality and Social Psychology, 96,* 828 – 842. doi:10.1037/a0013320

Kim, J. (2015). How to Choose the Level of Significance: A Pedagogical Note. *Munich Personal RePEc Archive*. *66373*, 1-13. [Retrieved 26/06 - 2018 from: https://mpra.ub.uni-muenchen.de/66373/].

Kreitler, S. (2018). Personality traits as patterns of meaning assignment tendencies. *Journal of personality*, *86*(1), 55-68. doi: https://doi.org/10.1111/jopy.12315

Lebowitz, S. (2016a). The 'Big 5' personality traits could predict who will and won't become a leader. *Business Insider.* Retrieved from: http://www.businessinsider.com/big-five-personality-traits-predict-leadership-2016-12

Le Compte, M.D. & Goestz, J.P. (1982). Problems of Reliability and Validity in Ethnographic Research. *Review of Educational Research, 52*(1), 31-60

Lynch, J., Calder, B., Phillips, L. & Tybout, A. (1982). On the External Validity of Experiments in Consumer Research. *Journal of Consumer Research, 9*(3), 225- 239

Martinsen, Ø., Nordvik, H., & Østbø, L. (2005). Norske versjoner av NEO PI-R og NEO FFI [Norwegian versions of NEO PI-R and NEO FFI]. *Tidsskrift for norsk psykologforening*, *42*, 421-423.

Martinsen, Ø.L., Nordvik, H. & Østbø, L.A. (2011). The NEO PI-R in a North European Context. *Scandinavian Journal of Organizational Psychology, 3*(2), 58-75.

McCrae, R. R., & John, O. P. (1992). An introduction to the five-factor model and its applications. *Journal of personality*, *60*(2), 175-215. doi: https://doi.org/10.1111/j.1467-6494.1992.tb00970.x

Messick, S. & Hills, J.R. (1959). Objective Measurement of Personality: Cautiousness and Intolerance of Ambiguity. *Research Bulletin, 1959*(1), 2-22. doi:10.1002/j.2333-8504.1959.tb00089.x

Morey, L.C., Quigley, B.D., Sanislow, C.A., Skodol, A.E., McGlashan, T.H., Shea, M.T., Stout, R.L., Zanarini, M.C & Gunderson, J.G (2002). Substance or style? An investigation of the NEO-PI-R validity scales. *Journal of Personality Assessment*, *79*(3), 583-599. doi: https://doi.org/10.1207/S15327752JPA7903_

Napier, J. L., Thorisdottir, H., & Jost, J. T. (2010). The joy of sexism? A multinational investigation of hostile and benevolent justifications for gender inequality and their relations to subjective well-being. *Sex Roles, 62*, 405– 419. doi:10.1007/s11199-009-9712-7

Neal, A., Yeo, G., Koy, A., & Xiao, T. (2012). Predicting the form and direction of work role performance from the Big 5 model of personality traits. *Journal of Organizational Behavior*, *33*(2), 175-192. doi: https://doi.org/10.1002/job.742

Pallant, J. (2016). *SPSS Survival Manual.* Open University Press

Paunonen, S. V., & Ashton, M. C. (2001). Big five factors and facets and the prediction of behavior. *Journal of personality and social psychology*, *81*(3), 524. doi: http://dx.doi.org/10.1037/0022-3514.81.3.524

Peabody, D., & Goldberg, L. R. (1989). Some determinants of factor structures from personality-trait descriptors. *Journal of personality and social psychology*, *57*(3), 552. doi: http://dx.doi.org/10.1037/0022-3514.57.3.552

Piedmont, R. L., McCrae, R. R., Riemann, R., & Angleitner, A. (2000). On the invalidity of validity scales: Evidence from self-reports and observer ratings in volunteer samples. *Journal of Personality and Social Psychology*, *78*(3), 582. doi: http://dx.doi.org/10.1037/0022-3514.78.3.582

Pulver, A., Allik, J., Pulkkinen, L., & Hämäläinen, M. (1995). A Big Five personality inventory in two non-Indo-European languages. *European Journal of Personality*, *9*(2), 109-124. doi: https://doi.org/10.1002/per.2410090205

Purdie-Vaughns, V. , Steele, C.M. , Davies, P.G. , Ditlmann, R. & Crosby, J.R. (2008). Social Identity Contingencies: How Diversity Cues Signal Threat or Safety for African Americans in Mainstream Institutions. *Journal of Personality and Social Psychology, 94*(4), 615-630

Raaheim, K. & Nielsen, H.G. (1997). En innføringsbok i psykologi for universiteter og høgskoler. Oslo: Cappelen Akademisk.

Ringdal, K. (2013). Enhet og mangfold: samfunnsvitenskapelig forskning og kvantitativ metode. (3.utg.). Bergen: Fagbokforlag

Roberts, B. W., Kuncel, N. R., Shiner, R., Caspi, A., & Goldberg, L. R. (2007). The power of personality: The comparative validity of personality traits, socioeconomic status, and cognitive ability for predicting important life

outcomes. Perspectives on Psychological science, 2(4), 313-345. doi: https://doi.org/10.1111/j.1745-6916.2007.00047.x

Roccas, S., Sagiv, L., Schwartz, S. H., & Knafo, A. (2002). The big five personality factors and personal values. *Personality and social psychology bulletin*, *28*(6), 789-801. doi: https://doi.org/10.1177/0146167202289008

Rosenthal, R., & Jacobson L., (1968). *Pygmalion in the classroom: Teacher expectation and pupils' intellectual development*. New York: Holt, Rinehart & Winston.

Salgado, J. F. (1997). The five factor model of personality and job performance in the European community. *Journal of Applied psychology*, *82*(1), 30.

Schaefer, P. S., Williams, C. C., Goodie, A. S., & Campbell, W. K. (2004). Overconfidence and the big five. *Journal of research in Personality*, *38*(5), 473-480. doi: https://doi.org/10.1016/j.jrp.2003.09.010

Schein, V. E. (1975). Relationships between sex role stereotypes and requisite management characteristics among female managers. *Journal of applied psychology*, *60*(3), 340. doi: http://dx.doi.org/10.1037/h0076637

Schinka, J. A., Kinder, B. N., & Kremer, T. (1997). Research validity scales for the NEO--PI--R: Development and initial validation. *Journal of Personality Assessment*, *68*(1), 127-138. doi:https://doi.org/10.1207/s15327752jpa6801_10

Semin, G.R. & Fiedler, K. (1988). The Cognitive Functions of Linguistic Categories in Describing Persons: Social Cognition and Language. *Journal of Personality and Social Psychology, 54*(4), 558-568

Skog, O. J. (2004). Å forklare sosiale fenomener: en regresjonsbasert tilnærming (2.utg.). Oslo: Gyldendal akademisk

Sidanius, J., & Pratto, F. (1999). *Social dominance: An intergroup theory of social hierarchy and oppression*. Cambridge University Press.

Taris, T.W. & Bok, I.A. (1998). On Gender Specificity of Person Characteristics in Personnel Advertisements: A Study Among Future Applicants. *The Journal of Psychology, 132*(6), 593-610. doi: 10.1080/00223989809599292

Woolson, R.F. & Kleinman, J.C. (1989). Perspectives on statistical significance testing. *Annual Review of Public Health, 101*(1), 423-440

Weiss, A. (2018). Personality traits: A View From The Animal Kingdom. *Journal of Personality*, 86, 12-22.

Yang, J., Bagby, R. M., & Ryder, A. G. (2000). Response style and the revised NEO Personality Inventory: Validity scales and spousal ratings in a Chinese psychiatric sample. *Assessment*, *7*(4), 389-402. doi: https://doi.org/10.1177/107319110000700407

Appendix 1: The survey

Takk for at du tar deg tid til å svare på denne anonyme undersøkelsen.

Dette er en del av en masteroppgave ved Handelshøyskolen BI. Undersøkelsen vil inngående bestå av noen korte faktaspørsmål, før vi ønsker at du svarer på noen mer utfyllende spørsmål om deg selv. Les hvert spørsmål nøye før du svarer, og vennligst ikke la noen stå ubesvart. Undersøkelsen er delvis på både norsk og engelsk, og forutsetter derfor at du behersker dette.

Hvis du skulle ha noen spørsmål angående undersøkelsen før du setter i gang, kontakt oss på martinebhaugen@gmail.com eller christensen.may@gmail.com.

Du vil være helt anonym i denne undersøkelsen.

Q1 Hvor gammel er du?

- ○ 20- 35 år
- ○ 36-50 år
- ○ 51- 65 år
- ○ Over 65 år

Q3 Hvilket kjønn er du?

- ○ Kvinne
- ○ Mann

Q15 Hva er din høyeste oppnådde utdannelse?

- ○ Videregående skole
- ○ Bachelorgrad (Høyskole/Universitet)
- ○ Mastergrad (Høyskole/Universitet)
- ○ Doktorgrad
- ○ Fagbrev
- ○ Annet

Q4 Videre vil det følge diverse påstander der vi ønsker at du graderer deg selv i sammenheng med i hvor stor/liten grad du identifiserer deg med påstanden.

	Svært uenig	Uenig	Nøytral	Enig	Svært
I omgang med andre mennesker er jeg alltid redd for å dumme meg ut	○	○	○	○	○
Jeg er dominerende, sterk og selvhevdende	○	○	○	○	○

Jeg har ingenting imot å skryte av meg selv og det jeg har utrettet	○	○	○	○	○
Jeg er kjent for min klokskap og sunne fornuft	○	○	○	○	○
I årenes løp har jeg gjort noen temmelig dumme ting	○	○	○	○	○
Jeg engasjerer meg lite og tar ting som de kommer	○	○	○	○	○
Jeg føler meg sjelden sjenert når jeg er blant folk	○	○	○	○	○
Noen ganger klarer jeg ikke å hevde meg så mye som jeg burde	○	○	○	○	○
Jeg vil helst ikke snakke om meg selv og det jeg har utrettet	○	○	○	○	○
Jeg tar ikke borgerplikter som f.eks å stemme ved valg særlig alvorlig	○	○	○	○	○
Jeg tenker gjennom ting før jeg tar en beslutning	○	○	○	○	○
Jeg har klare mål og arbeider systematisk for å nå dem	○	○	○	○	○
Til tider har jeg vært så skamfull at jeg bare har ønsket å gjemme meg	○	○	○	○	○
Jeg har ofte vært leder i grupper jeg har tilhørt	○	○	○	○	○
Jeg er bedre enn de fleste mennesker og jeg vet det	○	○	○	○	○

Jeg holder meg informert og tar vanligvis fornuftige avgjørelser	○	○	○	○	○
Av og til handler jeg først og tenker etterpå	○	○	○	○	○
Når jeg starter et selvforbedringsopplegg, lar jeg det vanligvis skli ut etter noen få dager	○	○	○	○	○
Jeg blir ikke særlig forlegen om folk gjør narr av meg og erter meg	○	○	○	○	○
I møter lar jeg vanligvis andre stå for snakkingen	○	○	○	○	○
Jeg forsøker å være ydmyk	○	○	○	○	○
Jeg kommer ofte opp i situasjoner uten å være fullt forberedt	○	○	○	○	○
Jeg vurderer alltid konsekvensene før jeg handler	○	○	○	○	○
Jeg arbeider hardt for å nå mine mål	○	○	○	○	○
Jeg føler meg ofte underlegen i forhold til andre	○	○	○	○	○
Andre holder seg ofte til meg når avgjørelser skal tas	○	○	○	○	○
Jeg har svært høye tanker om meg selv	○	○	○	○	○
Jeg er stolt av min gode vurderingsevne (	○	○	○	○	○

Jeg tar ofte ting "på sparket"	○	○	○	○	○
Det føles ikke som om noe driver meg fremover	○	○	○	○	○
Jeg føler meg vel i nærvær av mine sjefer eller andre autoriteter	○	○	○	○	○
Jeg vil heller gå mine egne veier enn å være en leder for andre	○	○	○	○	○
Jeg føler ikke at jeg er bedre enn andre, uansett hvilken tilstand de er i	○	○	○	○	○
Det ser ut som om jeg ikke lykkes helt med noe som helst	○	○	○	○	○
Jeg tar sjelden forhastede avgjørelser	○	○	○	○	○
Jeg anstrenger meg for å utrette så mye jeg kan	○	○	○	○	○
Hvis jeg har sagt eller gjort noe galt mot noen, har jeg fryktelig vanskelig for å se dem i øynene etterpå	○	○	○	○	○
I samtaler har jeg en tendens til å stå for det meste av snakkingen	○	○	○	○	○
Jeg vil heller rose andre enn å selv bli rost	○	○	○	○	○
Jeg er en svært kompetent person	○	○	○	○	○
Jeg planlegger nøye på forhånd før jeg skal ut på en reise	○	○	○	○	○

Jeg streber etter å gjøre det utmerket i alt jeg gjør	○	○	○	○	○
Når folk jeg kjenner gjør noe dumt, blir jeg flau på deres vegne	○	○	○	○	○
Det er ikke lett for meg å ta føringen i en situasjon	○	○	○	○	○
Jeg er en suveren person	○	○	○	○	○
Jeg er effektiv og produktiv i mitt arbeid	○	○	○	○	○
Jeg tenker meg om to ganger før jeg svarer på et spørsmål	○	○	○	○	○
Jeg er litt av en arbeidsnarkoman	○	○	○	○	○

Q6 Heretter følger en stillingsannonse, og vi ber deg lese denne nøye før du svarer på spørsmålene som følger.

Vennligst forsøk å se vekk fra din nåværende yrkesstatus og formelle kompetanse når du vurderer annonsen videre.

Are you our new project manager?

Arbeidsgiver	Business AS
Stillingstittel	Project manager
Sted	Oslo
Frist	As soon as possible
Varighet	Permanently

Company description

- Take our sales challenge! Even if you have no previous experience, we will facilitate the acquisition of your sales abilities.
- We boast a competitive compensation package.

Qualifications

- The superior candidate will have a self-confident attitude, decisive judgment, and be detail-oriented.
- Strong communicator.
- Bilingualism is an asset.
- Previous background in sales is an asset, but not required.

Responsibilities

- Recruit potential buyers; determine their interests.
- Negotiate for your buyer with each seller.
- Analyze relevant markets to determine appropriate selling prices.

Q8 Basert på annonsen du akkurat har lest, ønsker vi at du graderer deg selv på de kommende påstandene

	Svært uenig	Uenig	Nøytral	Enig	Svært uenig
I could fit in well at this company	○	○	○	○	○
I'm similar to the people who work in this career	○	○	○	○	○
My values and this company's values are similar	○	○	○	○	○
The type of people who would apply for this job are very different from me	○	○	○	○	○

Q10 Hvor sannsynlig er det at du ville søkt på stillingen fra en skala på 1-5?

	1-svært lite sannsynlig	2	3	4	5- svært sannsynlig
	○	○	○	○	○

Q7 Heretter følger en stillingsannonse, og vi ber deg lese denne nøye før du svarer på spørsmålene som følger.

Vennligst forsøk å se vekk fra din nåværende yrkesstatus og formelle kompetanse når du vurderer annonsen videre.

♡ Lagre annonsen ✉ f 🐦

Are you our new project manager?

Arbeidsgiver	Business AS
Stillingstittel	Project manager
Sted	Oslo
Frist	As soon as possible
Varighet	Permanently

Company description

- Join our sales community! Even if you have no previous experience, we will help nurture and develop your sales talent.
- We support our employees with an excellent compensation package.

Qualifications

- As the ideal candidate, you will have a pleasant attitude, dependable judgement, and be attentive to details.
- Excellent communicator.
- Bilingualism is an asset.
- Previous background in sales is an asset, but not required.

Responsibilities

- Connect with potential clients; being sensitive to their needs.
- Serve as the connection between your client and each seller.
- Understand relevant markets to establish appropriate selling prices.

Q11 Basert på annonsen du akkurat har lest, ønsker vi at du graderer deg selv på de kommende påstandene

	Svært uenig	Uenig	Nøytral	Enig	Svært enig
I could fit in well at this company	○	○	○	○	○
I'm similar to the people who work in this career	○	○	○	○	○

Page 42

Master Thesis GRA 19502

My values and this company's values are similar	○	○	○	○	○
The type of people who would apply for this job are very different from me	○	○	○	○	○

Q13 Hvor sannsynlig er det at du ville søkt på stillingen fra en skala på 1-5?

	1- svært lite sannsynlig	2	3	4	5- svært sannsynlig
	○	○	○	○	○

Appendix 2: Real-estate job- advertisement retrieved from Gaucher et al. (2011, p. 19) and the replicated advertisements used in this experiment.

Feminine	Masculine
Real estate agent	
Company description	Company description
• Join our sales community! Even if you have no previous experience, we will help nurture and develop your sales talents.	• Take our sales challenge! Even if you have no previous experience, we will facilitate the acquisition of your sales abilities.
• We support our employees with an excellent compensation package.	• We boast a competitive compensation package.
Qualifications	Qualifications
• As the ideal candidate, you will have a pleasant attitude, dependable judgment, and be attentive to details.	• The superior candidate will have a self-confident attitude, decisive judgment, and be detail-oriented.
• Excellent communicator.	• Strong communicator.
• Bilingualism is an asset.	• Bilingualism is an asset.
• Previous background in real estate an asset, but not required.	• Previous background in real estate an asset, but not required.
Responsibilities	Responsibilities
• Connect with potential clients; being sensitive to their needs, introduce them to properties.	• Recruit potential buyers; determine their interests and lead them to properties.
• Serve as the connection between your client and each property's seller.	• Negotiate for your buyer with each property's seller.
• Understand real estate markets to establish appropriate selling prices for properties.	• Analyze real estate markets to determine appropriate selling prices for properties.

♡ Lagre annonsen ✉ f 🐦

Are you our new project manager?

Arbeidsgiver	Business AS
Stillingstittel	Project manager
Sted	Oslo
Frist	As soon as possible
Varighet	Permanently

Company description

- Join our sales community! Even if you have no previous experience, we will help nurture and develop your sales talent.
- We support our employees with an excellent compensation package.

Qualifications

- As the ideal candidate, you will have a pleasant attitude, dependable judgement, and be attentive to details.
- Excellent communicator.
- Bilingualism is an asset.
- Previous background in sales is an asset, but not required.

Responsibilities

- Connect with potential clients; being sensitive to their needs.
- Serve as the connection between your client and each seller.
- Understand relevant markets to establish appropriate selling prices.

Lagre annonsen ✉ f 🐦

Are you our new project manager?

Arbeidsgiver	Business AS
Stillingstittel	Project manager
Sted	Oslo
Frist	As soon as possible
Varighet	Permanently

Company description

- Take our sales challenge! Even if you have no previous experience, we will facilitate the acquisition of your sales abilities.
- We boast a competitive compensation package.

Qualifications

- The superior candidate will have a self-confident attitude, decisive judgment, and be detail-oriented.
- Strong communicator.
- Bilingualism is an asset.
- Previous background in sales is an asset, but not required.

Responsibilities

- Recruit potential buyers; determine their interests.
- Negotiate for your buyer with each seller.
- Analyze relevant markets to determine appropriate selling prices.

Appendix 3: A list of feminine and masculine words (Gaucher et al., 2011, p. 17)

Masculine words	Feminine words
Active	Affectionate
Adventurous	Child*
Aggress*	Cheer*
Ambitio*	Commit*
Analy*	Communal
Assert*	Compassion*
Athlet*	Connect*
Autonom*	Considerate
Boast*	Cooperat*
Challeng*	Depend*
Compet*	Emotiona*
Confident	Empath*
Courag*	Feminine
Decide	Flatterable
Decisive	Gentle
Decision*	Honest
Determin*	Interpersonal
Dominant	Interdependen*
Domina*	Interpersona*
Force*	Kind
Greedy	Kinship
Headstrong	Loyal*
Hierarch*	Modesty
Hostil*	Nag
Implusive	Nurtur*
Independen*	Pleasant*
Individual*	Polite
Intellect*	Quiet*
Lead*	Respon*
Logic	Sensitiv*
Masculine	Submissive
Objective	Support*
Opinion	Sympath*
Outspoken	Tender*
Persist	Together*
Principle*	Trust*
Reckless	Understand*
Stubborn	Warm*
Superior	Whin*
Self-confiden*	Yield*
Self-sufficien*	
Self-relian*	

Note. The asterisk denotes the acceptance of all letters, hyphens, or numbers following its appearance.

Appendix 4: Regression analysis with age

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	13,104	,681		19,232	,000		
	Age	,893	,391	,182	2,283	,024	,971	1,030
	Vignette	-2,116	,637	-,266	-3,320	,001	,966	1,035
	COMPUTE Modesty_Cent=Modesty - 27.2560	-,211	,078	-,224	-2,716	,008	,910	1,098
	COMPUTE Assertiveness_Cent=Assertiveness - 25.7280	,244	,078	,274	3,114	,002	,799	1,251
	COMPUTE Self_C_Cent=Self_Consciousness - 21.9360	-,005	,071	-,007	-,077	,939	,800	1,250
	COMPUTE Competence_Cent=Competence - 30.0400	-,165	,103	-,136	-1,604	,111	,857	1,167
2	(Constant)	14,164	,867		16,329	,000		
	Age	,169	,559	,035	,303	,763	,449	2,230
	Vignette	-4,042	1,296	-,508	-3,119	,002	,221	4,524
	COMPUTE Modesty_Cent=Modesty - 27.2560	-,235	,105	-,250	-2,241	,027	,472	2,119
	COMPUTE Assertiveness_Cent=Assertiveness - 25.7280	,084	,107	,095	,785	,434	,403	2,479
	COMPUTE Self_C_Cent=Self_Consciousness - 21.9360	-,150	,093	-,185	-1,618	,109	,448	2,231
	COMPUTE Competence_Cent=Competence - 30.0400	,044	,145	,037	,305	,761	,407	2,458
	COMPUTE C_VXModesty=Vignette * Modesty_Cent	,054	,157	,039	,346	,730	,461	2,170
	COMPUTE C_VXAssertiveness=Vignette * Assertiveness_Cent	,298	,156	,214	1,911	,059	,468	2,135
	COMPUTE C_VXSelf_C=Vignette * Self_C_Cent	,278	,143	,224	1,943	,055	,441	2,269
	COMPUTE C_VXCompetence=Vignette * Competence_Cent	-,271	,207	-,165	-1,312	,192	,368	2,714
	COMPUTE VignetteXAge=Vignette * Age	1,347	,789	,324	1,708	,090	,162	6,160

Appendix 5: Coefficient- belongingness as dependent variable

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	11,380	,588		19,339	,000		
	Age	,723	,322	,178	2,246	,027	,970	1,031
	Gender	-,198	,558	-,028	-,355	,724	,966	1,036
	Vignette	-1,766	,525	-,268	-3,364	,001	,964	1,038
	COMPUTE Modesty_Cent=Modesty - 27.2560	-,180	,065	-,231	-2,788	,006	,889	1,124
	COMPUTE Assertiveness_Cent=Assertiveness - 25.7280	,217	,065	,295	3,365	,001	,798	1,253
	COMPUTE Self_C_Cent=Self_Consciousness - 21.9360	-,001	,059	-,002	-,024	,981	,794	1,259
	COMPUTE Competence_Cent=Competence - 30.0400	-,090	,085	-,089	-1,059	,292	,857	1,167
2	(Constant)	11,442	,586		19,512	,000		
	Age	,701	,325	,173	2,153	,033	,903	1,108
	Gender	-,108	,549	-,015	-,197	,844	,952	1,051
	Vignette	-1,768	,513	-,268	-3,444	,001	,961	1,041
	COMPUTE Modesty_Cent=Modesty - 27.2560	-,238	,087	-,306	-2,740	,007	,469	2,134
	COMPUTE Assertiveness_Cent=Assertiveness - 25.7280	,066	,088	,089	,743	,459	,405	2,467
	COMPUTE Self_C_Cent=Self_Consciousness - 21.9360	-,111	,077	-,166	-1,450	,150	,446	2,241
	COMPUTE Competence_Cent=Competence - 30.0400	,107	,120	,107	,891	,375	,405	2,471
	COMPUTE C_VXModesty=Vignette * Modesty_Cent	,077	,130	,067	,595	,553	,461	2,168
	COMPUTE C_VXAssertiveness=Vignette * Assertiveness_Cent	,265	,129	,229	2,054	,042	,469	2,134
	COMPUTE C_VXSelf_C=Vignette * Self_C_Cent	,196	,118	,191	1,663	,099	,442	2,264
	COMPUTE C_VXCompetence=Vignette * Competence_Cent	-,310	,170	-,229	-1,821	,071	,370	2,700

Appendix 6: Coefficients- belongingness+inclination to apply as dependent variable

Coefficients[a]

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.	Collinearity Statistics Tolerance	Collinearity Statistics VIF
1	(Constant)	13,118	,719		18,254	,000		
	Age	,892	,393	,182	2,272	,025	,970	1,031
	Gender	-,042	,681	-,005	-,062	,950	,966	1,036
	Vignette	-2,114	,641	-,265	-3,298	,001	,964	1,038
	COMPUTE Modesty_Cent=Modesty - 27.2560	-,212	,079	-,225	-2,682	,008	,889	1,124
	COMPUTE Assertiveness_Cent=Assertiveness - 25.7280	,244	,079	,274	3,096	,002	,798	1,253
	COMPUTE Self_C_Cent=Self_Consciousness - 21.9360	-,006	,072	-,007	-,082	,935	,794	1,259
	COMPUTE Competence_Cent=Competence - 30.0400	-,165	,103	-,136	-1,597	,113	,857	1,167
2	(Constant)	13,231	,719		18,390	,000		
	Age	,847	,399	,173	2,121	,036	,903	1,108
	Gender	,059	,673	,007	,088	,930	,952	1,051
	Vignette	-2,102	,630	-,264	-3,338	,001	,961	1,041
	COMPUTE Modesty_Cent=Modesty - 27.2560	-,255	,107	-,271	-2,396	,018	,469	2,134
	COMPUTE Assertiveness_Cent=Assertiveness - 25.7280	,071	,108	,080	,658	,512	,405	2,467
	COMPUTE Self_C_Cent=Self_Consciousness - 21.9360	-,145	,094	-,179	-1,543	,126	,446	2,241
	COMPUTE Competence_Cent=Competence - 30.0400	,043	,148	,036	,293	,770	,405	2,471
	COMPUTE C_VXModesty=Vignette * Modesty_Cent	,036	,159	,026	,225	,822	,461	2,168
	COMPUTE C_VXAssertiveness=Vignette * Assertiveness_Cent	,303	,158	,217	1,919	,057	,469	2,134
	COMPUTE C_VXSelf_C=Vignette * Self_C_Cent	,265	,145	,213	1,829	,070	,442	2,264
	COMPUTE C_VXCompetence=Vignette * Competence_Cent	-,319	,209	-,195	-1,529	,129	,370	2,700

Master Thesis GRA 19502

Appendix 7: NEO PI-R certification

hogrefe

Intyg

Härmed intygas att

Martine Børsum Haugen

har behörighet att köpa och administrera personlighetstestet NEO-PI-3.

Stockholm 2017-02-06

Elisabeth Bech
Hogrefe Psykologiförlaget AB

hp hogrefe

Intyg

Härmed intygas att

May Christensen

har behörighet att köpa och administrera personlighetstestet NEO-PI-3.

Stockholm 2018-01-29

Elisabeth Bech
Elisabeth Bech
Hogrefe Psykologiförlaget AB