

**JOB TYPE AND RELIGION AS  
THE PREDICTORS OF  
DISCRIMINATION IN EMPLOYMENT SETTINGS**

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## **Abstract**

The present study examined the effects of job, applicants' religion, and gender on selection decision making. Evaluators were 74 people who make employment selection decisions as part of their job. The participants read one of two job descriptions (security guard for a water plant or shipping and receiving clerk), reviewed seven applicant resumes said to have applied for the job, and evaluated the candidates based on information contained in their resumes. Results revealed a job type by religion interaction. Evaluators gave lower rankings and were less likely to interview Muslim applicants for the security guard position than non-Muslim applicants. Muslims and non-Muslims ranking was not significantly different for the shipping and receiving clerk position. Evaluators ranked Muslim candidates higher for the shipping and receiving clerk than they did for water plant security guard position. Muslim applicants also received more invitations to interview for the shipping and receiving clerk position than they had for the security guard position. Results also showed that selection decision-making for Muslim applicants is a function of interaction between gender and job type. Although, evaluators gave a lower ranking to the Muslim male applicant for the security guard position than they had for the Muslim female applicant, I found no difference in the decision to interview the two Muslim applicants. I also found no gender difference in the evaluation of the two Muslim candidates for the shipping and receiving clerk job. The results of this study suggest that religious discrimination may exist in organizations, and managers should develop programs to reduce its effects.

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## **Literature Review**

Unfair discrimination in employment settings occurs when employers differentiate among people on the basis of job irrelevant factors such as race, religion, gender, age, national or ethnic of origin, physical handicap or mental status instead of job related factors (Arvey, 1979; Stewart, Belcourt, Sherman, Bohlander, & Snell, 2001). It is important to study employment discrimination because hiring individuals on non-job related factors reduces organizational productivity (Garcia & Kleiner, 1995). Moreover, Canadian law prohibits unfair discrimination (Canadian Human Rights Commission, 1978).

People unfairly discriminate based on prejudice and stereotypes they hold (Arvey, 1986; Campion & Arvey, 1989; Heilman, 1983; Linden & Parson, 1989). Stereotyping is the application of judgments based on beliefs about the attributes of a group (Banaji & Greenwald, 1994; Heilman, 1983). Allport (1979) stated that prejudice is a hostile attitude toward people who belong to a certain group because biased people perceive that the target people to have the characteristics associated with that group as a function of group membership. That conception of prejudice is similar to others' conceptualizations (Bernard, 1957; Coser, 1965; Levine & Campbell, 1972).

Race and gender are the two most frequently investigated characteristics in the employment discrimination literature. Race discrimination research has focused primarily on African-American applicants and employees (e.g., Brief, Dietz, Cohen, Pugh, & Vaslow, 2000; Brown & Ford, 1977; Slaughter, Sinar, & Bachiochi, 2002; Smith, Briggs, & Rungeling, 1978). For example, Frazer & Wiersma (2001) showed that although interviewers hired African-American and white applicants in equal proportions, they

perceived African-American applicants as less intelligent than white applicants. Another study reported that managers perceived African-Americans as having insufficient soft skills (Moss & Tilly, 1996). Research in the area of budget reduction in government showed that African-American employees have less job security than white employees do (Durr & Logan, 1997).

Other research has investigated the combined effect of gender and race on discrimination (Caputo, 2000; Hughes & Dodge, 1997). For example, Caputo (2000) found that employers hired African-American females into lower-paying full-time jobs without family-friendly benefits more often than they do for white females. Nord and Ting's (1994) assert that discriminatory actions in compensation lead to longer unemployment duration for African-American males than white males.

Heilman (1983) developed The Lack of Fit Model to explain gender discrimination. The Lack of Fit Model suggests that evaluators assess the congruence between the candidates' knowledge, skills, and abilities (KSAs) and job requirements. Evaluators emit biased judgments when their stereotypes of both people and the job requirements influence their perceptions of congruence. The more stereotypes influence individuals' congruence perceptions, the greater the likelihood of unfair discrimination occurring in either selection, performance appraisal, or reward allocation.

Heilman and her colleagues also show that discrimination differs for certain people as a function of job type. For example, Heilman & Saruwatari (1979) report that people are more likely to hire attractive women for clerical positions than men and unattractive women. However, college student subjects discriminated against the attractive women candidates for masculine type positions such as those requiring decision



making or managerial skills. In another study, MBA student participants did not recommend attractive women for promotion to managerial (masculine) positions; but, they strongly recommended attractive women for promotion to clerical (feminine) positions (Heilman & Stopeck, 1985). Cash, Gillen, and Burn (1977) also found that evaluators tend to rate attractive (i.e., more feminine) women more favorably for female-type and neutral jobs than unattractive women. However, raters judged attractive women less favorably for traditional male jobs than unattractive women. In another study, in a situation containing limited information about applicants' performance ability, managers discriminated against women applicants for jobs judged to be either an extremely male or a moderately male type job (Heilman, Martel, & Simon, 1988). Discrimination did not occur when evaluators possessed ample information about the applicants.

Stewart and Perlow (2001) found that race and job type interacted with evaluators' attitude toward the applicant race. They found evaluators with poor attitudes toward blacks had less confidence in their decision to hire blacks than whites for a high status job compared to evaluators with more positive attitudes toward blacks; but, they expressed more confidence in their decision to hire blacks than whites for a low status job compared to less biased evaluators. The authors found the opposite results for less biased individuals for both cases.

*Religion discrimination.* Although the literature cited above has increased our understanding of discrimination, gaps in our knowledge remains. There is little research investigating religious discrimination in employment settings. For example, I could not find one study investigating Muslims and employment discrimination. Studying that relation is important because Islam is the fastest growing religion in Canada and in the

world. Statistics Canada (2001) reported that those who had identified themselves as Muslims showed the greatest increase among religion minorities in Canada. The population of Muslims in Canada more than doubled from 253,300 in 1991 to 579,600 in 2001 (Statistics Canada, 2001). Muslims represented 2% of the total Canadian population in 2001 (Statistics Canada, 2001). The growth of the population of Muslims in Canada triggers the need to investigate the potential discrimination that may occur against them in employment settings.

There is a reason to believe that Muslims may be a target of discrimination. Statistics Canada (2004) indicated twelve major Canadian police forces reported a total of 928 hate crime incidents during 2001 and 2002. Overall, over half of hate crimes incidents were race or ethnicity motivated (57%). The second most-common hate incident was religious based (43%). The majority of religion motivated incidents involved anti-Semitism (229 incidents) followed by those targeting Muslims (102 incidents).

Research suggests that people possess negative stereotypes about Muslims. Most research that has been done in North America and in Western Europe suggests that Westerners stereotype Muslims as religion fanatics, violent, and wild (Kamalipour, 2000; Kenny, 1975), terrorists and war-like (Shaheen, 1984; Siam, 1993), a group to be feared (Altareb, 1997), people who mistreat women (Slade, 1981), and people who oppress women (Altareb, 1997; Kamalipour, 2000).

Kenny (1975) reported that 126 Canadian teachers associated Arabs with Muslims. While I could not locate empirical data, he claims that the characteristics most associated with Arabs were “wild, nomadic, backward, and disorganized.” He also asked

respondents to give their impressions of three religion groups (Muslims, Christians, & Jews). The main attributes respondents associated with Muslims were religious devotion and fanaticism. Unfortunately the researcher did not provide data to support that conclusion; thus, I can not evaluate the assertions he made.

Kamalipour (2000) asked Canadian high school students to describe Arabs, Muslims, Middle Easterners, Iranians, and Jews. He found out that students lumped together Arabs, Middle Easterners, Iranian, and Muslims. The students held negative perceptions toward Arabs, Middle Easterners, Iranian, and Muslims. Some of the descriptions they had used to describe Middle East people were “war, terrorism, fanatics, radical, destruction, oppressions, oppressed women, and always in the news” (Kamalipour, 2000, p. 89). Muslims descriptions were “strict religion, veiled women, holy war, Arabs, violence, terrorism, no women rights, sacrifice, militant, war, Middle East, anti-American.” (Kamalipour, 2000, p. 89). Iranian descriptions were “anti-Americans, mean people, religious, fanatical, Muslims, and oppressions.” (Kamalipour, 2000, p. 89). Unfortunately, he did not provide numeric data to show the percentages of students who have these negative stereotypes. Thus I do not know whether he used absolute percentages or relative percentages.

Altareb (1997) conducted focus group research and developed the Attitude Toward Muslims Scale (ATMS) to ascertain the perceptions non-Muslim students held toward Middle Eastern-Muslim students. Most focus groups saw Muslims as culturally different, foreign, and a group to be feared (Altareb, 1997).

Some studies show that people have a low regard for Muslims. A Canadian study ranking how comfortable subjects feel with 14 ethno-cultural groups reported that

Muslims ranked 12<sup>th</sup> (Angus Reid Group, 1992). The results of a 1977 national survey of Canadians showed that Arab-Muslims fared poorly in the category of popular imagery. Anglo-Canadians ranked Arab-Canadians 24<sup>th</sup> out of 27 ethnic groups. French-Canadians ranked Arab-Canadians 23<sup>rd</sup> out of the 27 groups based on popular imagery (cited by Abu-Laban & Abu-laban, 1999).

An Australian survey measuring the social distance of respondents to 12 ethnic, racial, and religious groups placed Muslims the most distant (McAllister & Moore, 1988). Pipes (1990) indicated that French people felt that the countries most threatening to France were Iran (25%), USSR (21%), and Arab countries in general (14%). He also found that 57% of respondents believed one or more of the Muslim states are most threatening to France. Note that all of the authors conducted the studies cited above before the World Trade Center attack on September 11, 2001. Thus, it is likely that peoples' perceptions of Muslims have deteriorated since the authors collected their data.

While empirical data supporting some of above claims are lacking, it appears that Europeans and North Americans possess negative stereotypes of Muslim people. Assuming that these ascribed stereotypes are correct, it stands to reason that people may feel that they can not trust Muslims, that Muslims are emotional, aggressive, and loyal only to themselves and their beliefs.

*Discrimination against Muslims.* Based on the above literature, and theory on evaluators' perceptions of congruence between applicant and job characteristics, Muslims may be disadvantaged when they apply for certain types of jobs. For example, people need to possess characteristics such as trust, the ability to control emotions, and loyalty to perform jobs related to public safety jobs or jobs that serve the public good. Security

guard positions are but one example. If evaluators for security job positions believe that Muslim job applicants do not possess the characteristics I mentioned above, I expect they will rate Muslim job candidates lower than non-Muslim candidates. On the other hand, I believe that managers will be less likely to express bias against Muslims who apply for non-security jobs where the characteristics listed above are not essential to job performance.

***H1:** Applicant evaluation is a function of the interaction between religion and job type.*

***H1a:** Evaluators will rank Muslim applicants lower than non-Muslim applicants for a security position. On the other hand, applicants' ranking for the non-security type job will not follow that pattern.*

***H1b:** Evaluators' will be less likely to invite Muslim applicants for an interview than non-Muslim applicants for a security position. On the other hand, the evaluators' invite decision for the non-security type job will not follow that pattern.*

Perhaps the perceptions that I identified above apply only to Muslim men but do not apply to Muslim women. Indeed, some people claim that westerners perceive Muslim women as oppressed and Muslim men subjugating them (Altareb, 1997; Kamalipour, 2000; Slade, 1981). While research is unclear as to the degree Muslim women and Muslim men possess the same characteristics as noted above, evaluators may perceive that Muslim male characteristics are more incongruent with security type positions than Muslim female characteristics. According to the Lack of Fit Model, evaluators would be less likely to hire Muslim men for security type positions than Muslim women. I do not

expect to observe the same interaction pattern for non-security types of jobs. The applicants' attractiveness described earlier would not be a variable in this study.

***H2:** Discrimination in selection decision-making for Muslim applicants is a function of the interaction between gender and job type.*

***H2a:** Evaluators will give lower rankings to a Muslim Male applicant for a security type position than they will for a Muslim female applicant. On the other hand, the evaluators' ranking of the Muslim male and female for the non-security type job will not follow the same pattern.*

***H2b:** Evaluators will be less likely to invite a Muslim male applicant for a security type job for an interview than a Muslim female applicant. On the other hand, the evaluators' invite decision will not follow the same pattern for the non-security type job.*

## **Method**

### *Procedure*

The present study had two phases. In the first phase, the participants read one of two job descriptions, reviewed seven resumes of applicants said to have applied for the job, and evaluated the candidates based on information contained in their resumes. I had randomly assigned participants to one of the two job conditions. Appendix A contains the job descriptions, resumes, and evaluation forms. Participants entered the second phase of the project after returning Phase 1 materials. Participants completed a demographic questionnaire, level of contact with several religious groups scale, social desirability scale, and Attitude Toward Muslim Scale (ATMS). Appendix B contains these scales.

### *Material Development*

*Jobs selection.* I had selected two jobs based on similarity in terms of education, level of experience, and level of training required from occupational information network (O\*NET), a national on-line job database (2004, May). The two jobs that I had selected were Security Guard and Shipping, Receiving, and Traffic Clerk. Both jobs are from the same job zone which means that both jobs require the same amount of work-related skill, knowledge, experience, education, and training. Both jobs' minimum education requirements are a high school diploma or General Equivalent Diploma (GED). Both jobs do not require any previous work-related experience, knowledge, or other experience. Job skills could be learned through on-the-job-trainings. O\*NET (2004, May) provided the information I used to develop the job description and job specification for the two jobs.

*Resume development.* I had developed seven resumes with the aim of making all seven resumes contain similar qualifications and experiences (Appendix A). I adopted

some of the contents of the resumes from real entry level resumes. Among the seven resumes, was one from a Muslim female and one from a Muslim male. I had attempted to indicate religious affiliation of these two candidates by giving each candidate a Muslim name (Fatemeh & Mohammed), and by indicating that the applicant was a member of a Muslim based association and/or had done volunteer work for a Muslim organization. All other resumes contained information about the applicants' membership in either religious and/or charitable associations (Appendix A).

*Job advertisement.* I had developed two job advertisements. One job advertisement announced the opening for a security guard position for a water treatment plant. The second advertised an opening for a shipping and receiving clerk. Both advertisements included an overview of the respective job's descriptions and specifications. Both jobs used the same postal address. I included one of the two job descriptions in the project materials that I had given to each participant (Appendix A).

*Resume review.* Two individuals with doctorates in a human resource management related field and with experience in personnel selection reviewed all seven resumes after I had removed the names and voluntary work for religious-based organizations. The two individuals agreed that one of the resumes was fourth best of the seven resumes for both the security guard and shipping and receiving clerk positions. They also agreed that one of the resumes ranked third best of the seven resumes for both jobs.

Heilman, Martel, and Simon (1988) suggest that the potential for unfair discrimination is greatest when there is not a lot of applicant qualification information provided and when the information does not clearly contain sufficient information to



judge the applicants' ability to do the job. Perhaps another ambiguous condition exists when the targeted candidates are neither the most qualified nor the least qualified persons in an applicant pool. When candidates are obviously less qualified for a job relative to other applicants, a rejection decision may be more likely due to projected lower job performance than unfair discrimination. On the other hand, the effects of unfair discrimination may be diminished when the target applicants are obviously better qualified than the other applicants in the pool as it is harder to justify a rejection decision on legal grounds. To increase the situational ambiguity and therefore maximize the possible variance in the dependent variables, I had assigned the Muslim male to the 4<sup>th</sup> best resume and the Muslim female to 3<sup>rd</sup> best resume.

*Pre-test.* I pre-tested all project materials with several graduate students enrolled in a graduate business program at a western Canadian university. The purpose of the pre-test was to determine whether subjects understood the instructions and materials as well as to ascertain the time requirements of the project's two phases. On average, the first phase took 32 minutes to complete and the second phase took 10 minutes to complete.

### *Measures*

#### *Variables*

*Ranking.* Participants rank ordered the seven applicants based on their overall suitability for the job. The scale ranged from 1 (Most qualified) to 7 (Least qualified) which I then reverse coded to aid statistical interpretation. A high or low score does not suggest that a person is either qualified or not qualified for the position. Rather, this ranking indicates a qualification judgment relative to the other six applicants.

*Interview invitation.* Participants also indicated whether they would invite each of the seven applicants to an on-site interview. The dichotomous scale scores ranged from 0 (No) to 1 (Yes).

*Demographic questions.* I had asked participants to indicate their age, gender, education, current position, number of years experience in selection, and type of organization they work in.

*Level of contact scale.* I asked participants to report their level of contact with each of the following religious groups: Christians, Jews, Muslims, Hindus, Sikhs, and Buddhists. The 7 point scale ranged from 1 (Not at all) to 7 (Very Often).

*Social desirability scale.* I also used a shortened version of Marlow-Crowne Social Desirability Scale (Fischer & Fick, 1993). The shortened version contains 10 True-False items. Lower scores reflect greater levels of social desirability than higher scores.

*Attitude Toward Muslims Scale.* I employed the Attitude Toward Muslims Scale (ATMS; Altareb, 1997) to assess how people feel about Muslims. This instrument has 30 items and uses a 6 point Likert scale (1= strongly disagree, 6= strongly agree). A higher score reflects more favorable attitudes towards Muslims than lower scores.

## Results

### *Participants*

The present study used 120 employees in various organizations located in Western Canada. All participants either currently make or have made employment selection decisions as part of their job. I obtained a list of organizations and their contact people from a local university's human resource manager. I also contacted people in local organizations that I knew existed in the community. I asked people working in those organizations to participate in this study. Of the original 120 people that had agreed to participate in the project, 75 (63%) provided data to me. Missing data on one or more of the non-demographic measures reduced the sample size to 74 (62%) for analysis of the ranking dependent variable, and 73 (61%) for the analysis of the interview dependent variable.

Table 1 contains the demographic data. There were 39 females and 35 male participants. Approximately 81% currently hold supervisory or managerial positions.

### *Results*

Table 2 shows the means, standard deviations, and correlations among this study's variables. Job type was related to both the Muslim ranking ( $r_{pb} = -.36, p \leq .01$ ) and Muslim interview invite decision ( $\phi = -.25, p \leq .05$ ). Job type also related to the non-Muslim ranking score ( $r_{pb} = .27, p \leq .05$ ). Muslim and non-Muslim rankings were also significantly related to the interview invite decision scores.

Age was related to position ( $r = .35, p \leq .01$ ) and experience ( $r = .58, p \leq .01$ ). Gender, education, experience and raters' position were neither related to the applicants' rankings nor the interview invite decisions. Only age shows a significant correlation with

non-Muslim interview decisions. Age does not show any other significant correlation with other ranking and interview invite decision variables. Job type also has a significant correlation with Muslim interview scores ( $\phi = -.25, p \leq .05$ ) but not with non-Muslim interview scores ( $\phi = .17, ns$ ).

Table 1

*Demographic Data*

Variable	Sub-Group	Frequency	Valid Percent
<b>Job type</b>			
	Non-security	38	51.4
	Security	36	48.6
	Total	74	100
<b>Gender</b>			
	Female	39	52.7
	Male	35	47.3
	Total	74	100
<b>Education</b>			
	High School	8	10.8
	Some College	16	21.6
	College Degree	14	18.9
	Some University	8	10.8
	Bachelor	20	27
	Missing	8	10.8
	Total	74	100
<b>Position</b>			
	Supervisor	4	5.4
	Manager	53	71.6
	Executive	4	5.4
	Others	4	5.4
	Missing	9	12.2
	Total	74	100
<b>Organization</b>			
	Retail	33	44.6
	Service company	16	21.6
	Restaurant	9	12.2
	Health Care	4	5.4
	Social service agency	2	2.7
	Educational Institution	1	1.4
	Banking	1	1.4
	Missing	8	10.8
	Total	74	100

Table 2  
*Means, Standard Deviations, and Correlations of the study Variables*

Variable	M	sd	1 Job Type	2 Age	3 Gender	4 Education	5 Position	6 Experience	7 Non- Muslim Ranking	8 Muslim Ranking	9 Muslim Interview Score	10 Non- Muslim Interview Score
1.Job Type	—	—										
2.Age	38.67	10.28	-.18									
3.Gender	.47	.50	.11	-.06								
4.Education	—	—	-.11	.17	-.08							
5.Position	2.12	.60	-.10	.35**	.01	.05						
6.Experience	9.80	6.78	.06	.58**	-.06	.08	-.08					
7.Non-Mulsim Ranking	4.28	.51	.27*	.03	-.02	-.05	-.08	.00				
8.Muslim Ranking	3.47	1.30	-.36**	.14	.01	.12	.14	.08	-.87**			
9.Muslim Interview Score	.45	.40	-.25*	-.13	-.05	.04	.16	-.021	-.61**	.63**		
10.Non- Muslim Interview Score	.61	.21	.17	-.29*	.10	-.23	-.02	-.22	.25*	-.30**	.09	

Note: \*  $p \leq .05$ , \*\*  $p \leq .01$

Job type and Gender correlation is phi correlation

Other values for Job type and Gender are point biserial correlation coefficient

All other values are Pearson correlation coefficient

Job Type: (0= Shipping and receiving clerk; 1= Security of water plant)

Gender: (0= Female, 1= Male)

Position (1= Supervisor, 2= Manager, 3= Executive)

Interview invite (0= Not interview, 1= Interview)

Religion (0= non-Muslim, 1= Muslim)

Ranking (1= Least qualified, 7= Most qualified) –Note: ranking reverse coded.

### *Tests of Religion and Job Type Effects*

I conducted a repeated measures analysis of variance (ANOVA) to examine the effect of religion and job type on the evaluators' decision making. Whereas researchers traditionally use a repeated measures ANOVA to assess change over time, this analyses also enables one to assess differences between variables within each subject. Table 3 presents the results of that analysis. Religion has a significant effect on the applicants' ranking ( $F[1,72] = 18.20, p \leq .01, \eta^2 = .20$ ). Religion and job type have an interactive effect on ranking ( $F[1,72] = 9.43, p \leq .01, \eta^2 = .12$ ). We can observe this interaction in Figure 1. These results support Hypothesis 1a. Hypothesis 1a states that evaluators will rank Muslim applicants lower than non-Muslim applicants for a security position. On the other hand, applicants' ranking for the non-security type job will not follow that pattern.

Table 3

#### *Effects of Religion and Religion x Job type on the Applicants' Ranking*

Variable	SS	df	MS	F	$\eta^2$
Religion	25.28	1	25.28	18.20**	.20
Religion x Job Type	13.10	1	13.10	9.43**	.12
Error(Religion)	100.00	72	1.39		

Note:  $n = 74, * p \leq .05, ** p \leq .01$

Table 4 shows that religion has a significant effect on evaluators' interview decision ( $F(1,72) = 13.06, p \leq .01, \eta^2 = .16$ ). Religion and job type also have an interactive effect on the applicants' interview invite decision ( $F(1,72) = 7.81, p \leq .01, \eta^2 = .10$ ). These results support Hypothesis 1b. Hypothesis 1b predicted that evaluators' will be less likely to invite Muslim applicants for an interview than non-Muslim applicants for a security position. On the other hand, the evaluators' invite decision for the non-security type job will not follow that pattern.

Table 4

*Effects of Religion and Religion x Job type on the Applicants' Interview Score*

Variable	SS	df	MS	F	eta <sup>2</sup>
Religion	1.10	1	1.10	13.06**	.16
Religion x Job Type	.66	1	.66	7.81**	.10
Error(Religion)	6.00	71	.08		

Note:  $n = 74$ , \*  $p \leq .05$ , \*\*  $p \leq .01$

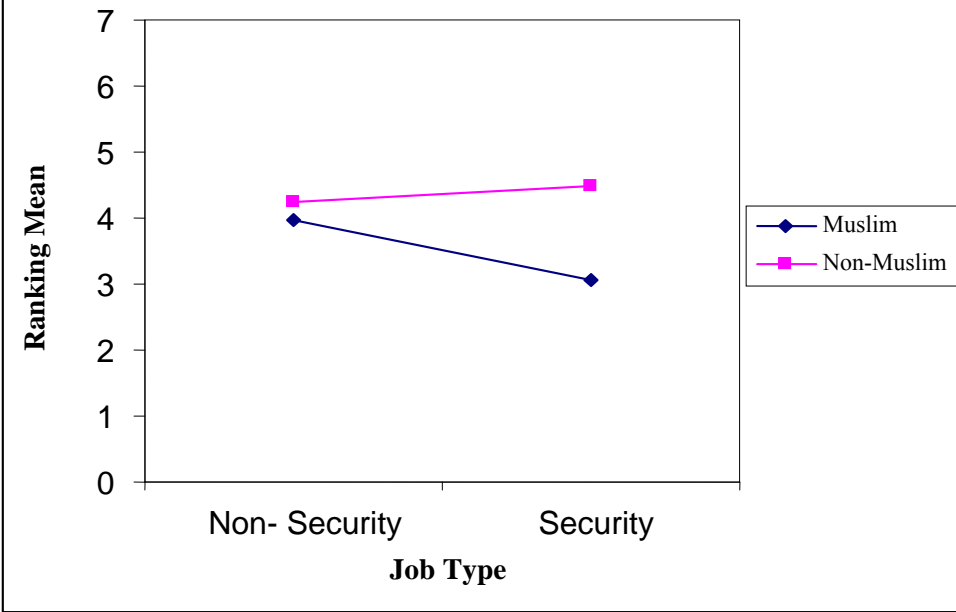
Table 5 presents descriptive statistics for Muslim and non-Muslim rankings. I also conducted a t-test on reversed ranking scores. The non-Muslims mean rank for the security job is higher than the Muslim average rank ( $t[35] = 5.37, p \leq .01$ ). The non-Muslim average rank for the non-security job does not significantly differ from the Muslims average rank ( $t[37] = .82, ns$ ). The data reported in Table 3, 4, and 5 together support the interaction between religion and job type on evaluators' selection decision making (H1).

Table 5

*Means and Standard Deviations of Applicants' Rankings*

Variable	n	Mean	sd
<b>Security</b>			
Non-Muslim Ranking	36	4.42	.46
Muslim Ranking	36	3.00	1.13
<b>Non- Security</b>			
Non-Muslim Ranking	38	4.15	.53
Muslim Ranking	38	3.92	1.29

Figure 1. Religion x Job Type Interaction on Applicants' Ranking





*Tests of gender and job type effects on evaluator judgments*

Results of a repeated measures analysis of variance (ANOVA) on the Muslim applicants' ranking reveal that the gender and job type have an interactive effect on the applicants' ranking ( $F[1,72] = 4.01, p \leq .05$ ). The interaction term accounted for 5% of the variance in Muslim applicant ranking. Figure 2 illustrates the interactive effects of gender and job type on Muslim applicant ranking. These results support Hypothesis 2a. Hypothesis 2a stated that evaluators will give lower rankings to a Muslim Male applicant for a security type position than they will for a Muslim female applicant. On the other hand, the evaluators' ranking of the Muslim male and female for the non-security type job will not follow the same pattern.

Gender alone does not show any statistically significant effect on the Muslim applicants' ranking ( $F[1,72] = 2.19, ns$ ).

Table 6

*Effects of Gender and Gender x Job Type on the Muslim Applicants Ranking*

Variable	SS	df	MS	F	eta <sup>2</sup>
Gender	7.45	1	7.45	2.19	0.03
Gender x Job Type	13.61	1	13.61	4.01*	0.05
Error(Gender)	244.47	72	3.39		

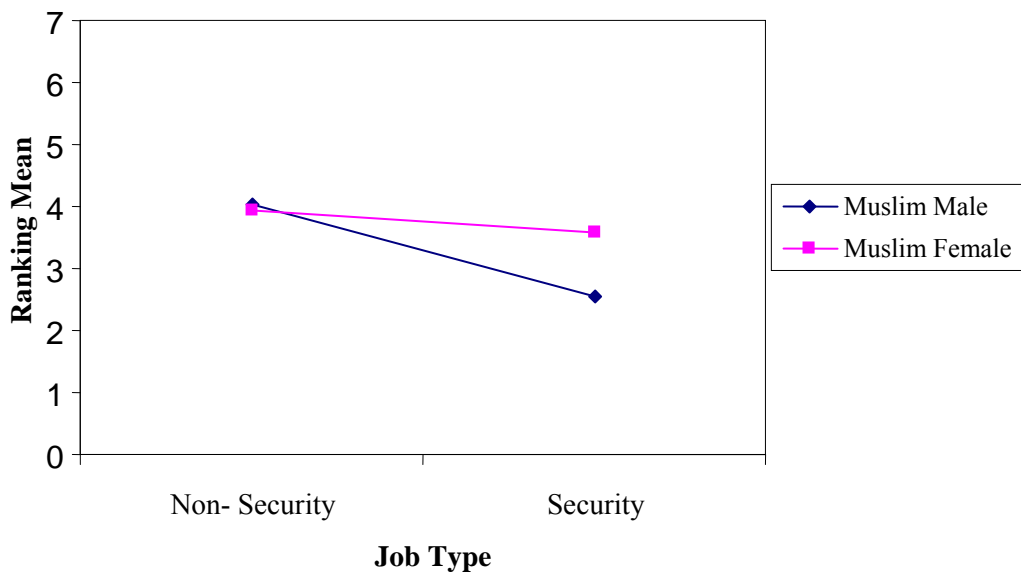
Note:  $n = 74$ , \*  $p \leq .05$ , \*\*  $p \leq .01$

Table 7 shows means and standard deviations for the Muslim male and female for both security and non-security type job. The average ranking between the candidates for the non-security type job is not markedly different ( $t[37] = -.34, ns$ ). The average Muslim female ranking for the security guard position is higher than the average Muslim male ranking for that job ( $t[35] = 2.79, p \leq .01$ ). These results are consistent with Hypothesis 2a.

Table 7  
*Means and Standard Deviations of Muslim Applicants' Rankings*

Variable	n	M	sd
<b>Non- Security</b>			
Muslim Male Ranking	36	4.0	1.87
Muslim Female Ranking	36	3.8	2.01
<b>Security</b>			
Muslim Male Ranking	38	2.5	1.58
Muslim Female Ranking	38	3.5	1.63

Figure 2. Gender x Job Type Interaction



I conducted a hierarchical log-linear analysis to test the association among gender, job type and interview decision for the two Muslim applicants. The association was not statistically significant ( $\chi^2(1) = .81, ns$ ). Thus, I did not find support for Hypothesis 2b. Hypothesis 2b predicted that evaluators will be less likely to invite a Muslim male applicant for a security type job for an interview than a Muslim female applicant. On the other hand, the evaluators' invite decision will not follow the same pattern for the non-security type job.

*Tests of job type effect on the Muslim Applicants' scores*

I conducted an analysis of variance (ANOVA) to examine the effect of job type on Muslim male and female rankings. Job type had a statistically significant effect on the Muslim male's ranking ( $F[1,72] = 14.32$ ;  $p \leq .01$ ;  $\Delta R^2 = .17$ ). It did not affect the Muslim female ranking ( $F[1,2] = .54$ ;  $ns$ ;  $\Delta R^2 = .01$ ).

Table 8  
*Effect of Job Type on Muslim Applicants' Ranking*

<b>Muslim Male Ranking</b>		SS	df	MS	F	$\Delta R^2$
Job Type		43.15	1	43.15	14.32**	.17
Error		216.97	72	3.01		
Total		260.12	73			
<b>Muslim Female Ranking</b>						
Job Type		1.83	1	1.83	.54	.01
Error		242.02	72	3.36		
Total		243.85	73			

Note:  $n = 74$ , \*  $p \leq .05$ , \*\*  $p \leq .01$

I conducted a chi-square analysis to examine the effect of job type on interview invite decision for the two Muslim candidates. Table 9 breaks down the raters' interview invite decision by job type for the Muslim male. Twenty-one out of 38 participants (55%) indicated they would interview the Muslim male for the non-security position. On the other hand, only 10 of 35 (29%) participants indicated they would interview the Muslim male for the security position. This difference is statistically significant ( $\chi^2 [1] = 5.31$ ,  $p \leq .05$ ).

Table 9  
*Job Type x Muslim Male Interview Invite Decision Cross Tabulation*

		Interview		
		No	Yes	Total
Job Type	Non-Security	17	21	38
	Security	25	10	35
Total		42	31	73

Table 10 contains data on the evaluators' interview invite decision by job type for the Muslim female. Eighteen out of 38 (47%) evaluators indicated they would interview the Muslim female for the non-security job. On the other hand, 21 out of 35 (60%) job evaluators for the security job position did not invite the Muslim female to interview for the position. These proportions were not markedly different ( $\chi^2 [1] = 1.17, ns$ ).

Table 10  
*Job Type x Muslim Female Interview invite Decision Cross  
 Tabulation*

Job Type		Interview		Total
		No	Yes	
Non-Security		18	20	38
	Security	21	14	35
Total		39	34	73

I collected data on other scales and correlated those scales with the dependent variables. Only 31 people completed all scale items on the ATMS. The scale mean was 142.16 and the standard deviation was 20.31. The scale developer obtained a mean of 124.23 and a standard deviation of 20.2 on her sample of respondents. The mean and standard deviation for the social desirability scale based on the 65 people who had completed all items was .37 and .14. There was no relation between the scores from these two scales and any of the dependent variables of this study although low power due to missing data, and low scale reliability on the social desirability measure are possible explanations for the finding of no relations. Moreover, there was no relation between the ATMS and social desirability scale scores. The mean for the participants' level of contact with Muslims was 2.62; the standard deviation was 1.45. Level of Muslim contact was correlated with the average ranking of the two Muslim candidates ( $r = .30; p \leq .05$ ). It was not related to any other variable. Appendix C contains participant level of contact with all religious groups.

## Discussion

### *Interpretation of Results*

The present study examined job type and religion as predictors of employment discrimination against Muslims. The study also examined interactive effects of gender and job type on Muslim candidate evaluations. I based my hypotheses on Heilman's Lack of Fit Model (Heilman, 1983) suggesting that people evaluate perceived applicant characteristics and job characteristics when they make selection decisions. Given previous suggestions that Muslims are not trustworthy, I had also predicted that evaluators would perceive Muslims as less desirable candidates for a position where trust was expected than for positions where trust was not as expected. Specifically, I hypothesized that religion and job type have an interactive effect on candidate evaluation. I expected that evaluators would rank Muslim applicants lower and be less likely to interview them for a security position compared to non-Muslim candidates. I did not expect these differences to exist in the evaluation of Muslim and non-Muslim candidates for a non-security type job.

I also expected gender and job type to have an interactive effect on the evaluation of Muslim candidates. Specially, I hypothesized evaluators would rank Muslim men lower than Muslim women in the security type job. I also hypothesized that evaluators would be less likely to extend an invitation to interview to the Muslim men compared to Muslim women for security job. I did not expect to see the same pattern for the non-security job candidates.

Data show that religion and job type have an interactive effect on candidate rankings. Evaluators gave a lower average ranking to the Muslim applicants for the

security job than they did for the non-Muslim candidates. Whereas, Muslims and non-Muslims ranking means were not different for the shipping and receiving clerk position. It appears that evaluators perceive Muslims are less qualified than non-Muslims for the security guard job.

Religion and job type also had interactive effects on the interview decision. The data show that non-Muslim applicants for the security guard position were more likely to get invitation to interview for the job than Muslim applicants. These data are noteworthy given that I had assigned the Muslim male to the resume judged to lie in the middle of all applicants resumes (fourth best) for both positions, and assigned Muslim female judged to be the third best applicant across jobs.

I also investigated the effect of gender and job type on evaluators' judgments of the two Muslim applicants. Results were mixed. On one hand, the Muslim female candidate applying for the security job obtained a higher ranking than the Muslim male applying for that position. Also, there was no difference between the rank of Muslim female and the rank of Muslim male for the non-security job. Thus, it appears that evaluators perceive that a Muslim woman is a better fit for the security job than a Muslim male. Finally, the raters were less likely to extend an invitation to interview the Muslim male for the security position than the raters evaluating the Muslim male for the shipping and receiving position. On the other hand, the results do not support the presence of interactive effects between job type and gender on the evaluators' decision to interview Muslim male and Muslim female.

The lack of a gender and job type interactive effect on Muslim applicants' interview decision score may be the result of a floor effect due to the strong effect of

religion on the evaluators' candidate ranking. Both Muslim applicants were among the lowest ranked applicants for the security guard position. Therefore, both were not as likely to receive an invitation to interview for that position as other candidates. Given their low relative rank, I was not likely to detect differences between them regarding an invitation to interview.

My findings fit with Heilman's (1983) Lack of Fit model. The Lack of Fit Model suggests that evaluators assess the congruence between the candidates' knowledge, skills, and abilities (KSAs) and job requirements. Evaluators emit biased judgments when their stereotypes of both people and the job requirements influence their perceptions of congruence. The present study suggests that participants' perceptions of Muslims' qualifications may not be congruent with perceived job requirements of a security guard position.

Heilman (1983) developed her model to explain gender discrimination. My research shows that Heilman's (1983) model generalizes to unfair employment discrimination based on religion. Thus, my research documents the generalizability of Heilman's model to other kinds of discriminations in the employment settings.

What is interesting is that some of the results that I had found were opposite of what Heilman's model (1983) predicts for gender. However, I believe those results do not invalidate Heilman's work. Perhaps, the impact of applicant religion overwhelmed the gender effect. It may be that evaluators' bias towards the Muslim male candidate for the security guard position existed to the point that they preferred the Muslim female candidate to the Muslim male candidate even though the security position is a male-type job.

The results of this study suggest that religion discrimination may exist in organizations. Managers and researchers have focused primarily on race and gender discrimination. These data highlight the need to understand better the factors contributing to religious based unfair discrimination and the importance of developing interventions to reduce the impact those factors have on employment judgments.

#### *Contribution, Limitation, and Future Directions*

The present study has several strengths. One strength is my use of experimental manipulation. Experimental manipulation allows for inferences of causality.

Another notable feature of my research is the participants I used in the study. I used people who make selection decisions as part of their jobs thereby increasing the results' external validity.

A third aspect of this research that is noteworthy is that it extends the literature on religious discrimination in general and against Muslims in particular. Most of the literature on alleged Muslim discrimination did not provide much, if any, in the way of empirical data to support assertions the authors' made. Results of the present study provide support for claims of discrimination. Moreover, to my knowledge, I know of no study that has investigated unfair religious based discrimination in employment settings.

The study has boundary conditions that limit the generalizability of its results. One boundary condition is that I do not know the degree to which managers and other employment decision makers of one small region in Canada represent that of other Canadian regions or of other countries. The data may be overestimating the effects as the region where I collected the data is located in one of the more conservative parts of



Canada. On the other hand, my data may underestimate effects given that Canada has not experienced acts of Muslim terrorism to the degree that the United States and other countries have experienced. There is a need for additional research in and outside of Canada on this topic to assess better the generalizability of my results.

A second limitation is the response rate. The higher the rate of return of a study, the better data represent the population under study (Zikmund, 2003). While the participant response rate (62%) was similar to other research employing long questionnaires as in the present research (see. Dillman, 1978), I can not assess how the results would change had the non-respondents participated in my research.

Perhaps the participants responded the way they did because of ethnicity instead of religion. It may be that evaluators are biased against Arabs, Persians or Middle Easterns instead of Muslims. While people claim that few North Americans distinguish between Arab, Muslim, Persians, and other people of the Middle East (Abu-Laban 1999, Kamalipour, 2000, Kenny, 1975), and the applicant resumes I used in this study reflected residence and education in Canada, additional research needs to assess the unique and interactive contributions of ethnicity and religion on unfair employment discrimination.

The effects of a possible demand characteristic may have impacted the results. The author contacted all research participants. While the participants didn't know the author's religion, some people may have deduced that the author spoke English with a Middle Eastern accent. While I can not definitively state how this demand characteristic affected the data, it is conceivable that respondents may have demonstrated less bias than they normally would have had the researcher spoken English without an accent. Thus, if

the demand characteristic exists at all, the impact may have attenuated true effects making the results I report here conservative estimates.

The results of this study filled a gap in the discrimination literature and have practical implications. Theoretically, I showed that a race and gender-based discrimination model generalizes to religion. Practically, this study makes managers and people who make employment decisions aware of possible unfair employment discrimination based on religion. Perhaps managers can design new programs, or modify existing employment discrimination training to include a section on religious discrimination.

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## Appendix A: The First Phase of the Survey Questionnaires.



Dear Participant

This research is about decision making in personnel selection. The goal of the project is to understand decision making better to help organizations make their hiring processes more effective. We are asking you to participate because it is our understanding that you have had experience in hiring people. Your task will be to read a job description, review seven short resumes, and make some ratings on these seven people.

Please note that your participation is voluntarily and you have the right to refuse or withdraw your participation from this project at any time with out any consequences.

Your responses are confidential. Do not put your name on any form. We have coded your forms with a special identification number that will help us keep track of the forms you return to us. No one outside the research team will be able to see your responses. We will keep the data at a secure location and destroy all forms after we complete the study. Electronic data will not contain your name. We may publish the findings of this study in academic journals or conferences. Any publication we develop will only report group data; we will neither report your individual responses nor identify your answers.

Please be informed that this project has two phases. This survey is the first phase of the project. It takes about 30-40 minutes to complete. We will contact you later to complete the second survey. Completing those brief questionnaires should not take more than 10 minutes. By returning the completed materials, we assume that you have given your consent to use the data that you provide to us.

If you would like a summary of the findings or have any questions please contact us at 381-8269.

Best Regards,

K. Y. Mansouri, R. Perlow, R. Boudreau

Faculty of Management,

University of Lethbridge

## **INSTRUCTIONS**

Dear Participant

Thank you for agreeing to participate in this project on selecting people for jobs. We will ask you to make some decisions on seven job applicants. We've enclosed in this packet, a job posting, job description, seven resumes, rating forms. Please review the job posting, job description, and evaluate the candidates for the position using the rating forms enclosed in this package. Please complete the surveys after evaluating all job candidates. Please be informed that this project has two phases. We will contact you later to complete the second survey. Please contact us at 381-8269, if you have any questions about the project.

Best Regards,

K. Y. Mansouri, R. Perlow, R. Boudreau

Faculty of Management,

University of Lethbridge

# Shipping and Receiving Clerk

**The Southwest Packing Co.** seeks to fill an entry level, full time shipping and receiving clerk position at our facility located in southwest Ontario. The individual hired will pack, seal, affix labels to containers or otherwise prepare materials for shipping, contact carrier representative to make pick-up or shipping arrangements, issue instructions for shipping and delivery of materials, record shipment data such as weight, charges, space availability, and damages and discrepancies. Salary is comensurate with qualifications. Interested candidates should submit a resume of their qualifications and experiences to the person listed below. The Southwest Packing Company is an equal opportunity employer.

Randy Blake  
Human Resources Department  
The Southwest Packing Co.  
P. O. Box 1217  
Windsor, ON N8T 1G6

## **Title: Shipping, Receiving, and Traffic Clerk**

### ***General Summary:***

Examine contents and compare with records, such as manifests, invoices, or orders, to verify accuracy of incoming or outgoing shipments. Determine shipping method for materials, using knowledge of shipping procedures, routes, and rates. Prepare documents, such as work orders, bills of lading, and shipping orders to route materials. Confer and correspond with establishment representatives to rectify problems, such as damages, or shortages. Pack, seal, label, and affix postage to prepare materials for shipping. Contact carrier representative to make arrangements and to issue instructions for shipping and delivery of materials. Record shipment data, such as weight, charges, space availability, and damages and discrepancies, for reporting, accounting, and record keeping purposes.

*Job Title: Shipping, Receiving, and Traffic Clerk*

***Principal Duties and Responsibilities:***

**Documenting/Recording Information** — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.

**Evaluating Information**— Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.

**Getting Information** — Observing, receiving, and otherwise obtaining information from all relevant sources.

**Making Decisions and Solving Problems** — Analyzing information and evaluating results to choose the best solution and solve problems.

**Estimating the Quantifiable Characteristics of Products**— Estimating sizes, distances, and quantities; or determining time, costs, resources, or materials needed to perform a work activity.

**Performing Administrative Activities** — Performing day-to-day administrative tasks such as maintaining information files and processing paperwork.

**Identifying Objects, Actions, and Events** — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.

**Processing Information** — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.

***Knowledge, Skills and Abilities Required:***

**Transportation** — Knowledge of principles and methods for moving people or goods by air, rail, sea, or road, including the relative costs and benefits.

**Clerical** — Knowledge of administrative and clerical procedures and systems such as managing files and records, designing forms, and other office procedures.

**Active Listening** — 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.

**Judgment and Decision Making** — Considering the relative costs and benefits of potential actions to choose the most appropriate one.

**Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

**Reading Comprehension** — Understanding written sentences and paragraphs in work related documents.

**Speaking** — Talking to others to convey information effectively.

**Problem Solving** — Identifying problems and reviewing related information to develop and evaluate options and implement solutions.

**Manual Dexterity** — The ability to quickly move hands, arms, or two hands to grasp, or manipulate objects.

***Minimum Requirements: (What is required to perform the essential tasks?)***

No previous work-related skill, knowledge, or experience is needed for this position. Job skills learned through company on-the-job training. A high school diploma or GED certificate is required.

# *Security Guard*

**The Southwest Regional Water Treatment Facility** seeks to fill an entry-level, full-time security guard position at our water treatment plant located in southwest Ontario. The individual hired will investigate suspicious activities and disturbances, check for the presence of unauthorized personnel on the premises, escort unauthorized personnel from facility property, call the police and/or fire departments in cases of emergency, and write reports of daily activities and irregularities. Salary is comensurate with qualifications. Interested candidates should submit a resume of their qualifications and experiences to the person listed below. The Southwest Regional Water Treatment Facility is an equal opportunity employer.

Randy Blake  
Human Resources Department  
Southwest Regional Water Treatment Facility  
P. O. Box 1217  
Windsor, ON N8T 1G6

## *Job Description : Security Guard*

### *General Summary:*

Investigate suspicious activities and disturbances, check for the presence of unauthorized personnel on the premises, escort unauthorized personnel from facility property, call the police and/or fire departments in cases of emergency, and write reports of daily activities and irregularities, answer alarms, operate detecting devices to screen individuals and prevent passage of prohibited articles into restricted areas, answer telephone calls to take messages, answer questions, and provide information during non- business hours or when switchboard is closed, write reports of daily activities and irregularities, such as equipment or property damage, theft, presence of unauthorized persons, or other unusual occurrences.



## *Job Title: Security Guard*

### ***Principal Duties and Responsibilities:***

**Monitor Processes, Materials, or Surroundings** — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.

**Getting Information** — Observing, receiving, and otherwise obtaining information from all relevant sources.

**Identifying Objects, Actions, and Events** — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.

**Documenting/Recording Information** — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.

**Judging the Qualities of Things, Services, or People** — Assessing the value, importance, or quality of things or people.

**Making Decisions and Solving Problems** — Analyzing information and evaluating results to choose the best solution and solve problems.

### ***Knowledge, Skills and Abilities Required:***

**Public Safety and Security** — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective security operations for the protection of people and, property.

**Judgment and Decision Making** — Considering the relative costs and benefits of potential actions to choose the most appropriate one.

**Social Perceptiveness** — Being aware of others' reactions and understand why they react as they do.

**Active Listening** — 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.

**Speaking** — Talking to others to convey information effectively.

**Problem Sensitivity** — The ability to tell when something is wrong or is likely to go wrong.

**Selective Attention** — The ability to concentrate on a task over a period of time without being distracted.

**Response Orientation** — The ability to choose the correct decision quickly.

### ***Minimum Requirements: (What is required to perform the essential tasks?)***

No previous work-related skill, knowledge, or experience is needed for this position. Job skills learned through company on-the-job training. A high school diploma or GED certificate is required.

## JENNIFER ANDREWS

Address: 1852, 89 Ave. NW, Allensville, ON.

Tel: (705) 465-1748

### EXPERIENCE

#### LAUNDREY WORKER

- Allenville Laundry Ltd.  
(Feb. 2003 - Mar. 2004)  
Received and marked articles for laundry or dry cleaning with identifying code number or name. Loaded articles into washer or dry cleaning machine. Started washer, dry cleaner, drier, or extractor. Removed articles from dryer; folded, wrapped, or hung items for airing out, pick up, or delivery. Sorted and counted articles.

#### CASHIER

- Pet Cetra  
(June 2001 - Feb. 2003)  
Answered customers' questions; took customer orders; entered the orders in cash register; placed items in a bag; maintained clean and orderly checkout areas; counted money; made change; accepted credit/debit card; reconciled cash and receipts at the end of the night.

#### AMUSEMENT & RECREATION ATTENDANT

- Adventure on Wonderland, London, ON.  
(Mar. 2000 - Aug. 2000)  
Provided information about facilities, entertainment options, and rules and regulations. Rented, sold, or issued sporting equipment and supplies such as bowling shoes, and golf balls. Operated cash register and conducted cash/debit transactions. Directed patrons to rides, seats, or attractions. Fastened safety devices for patrons, or provided them with directions for fastening devices.

### VOLUNTARY WORK

- Voluntary work for Red Cross  
(Oct. 1999 – Aug. 2003)

I was in Elderly Escort Program. I accompanied local residents to their doctors' appointments and brought them back. I also helped in fund raising programs.

### EDUCATION

- Sullivan High School graduate, Allensville, ON. (Sept. 2000 - June 2004)  
GPA= 3.0

### INTERESTS

Playing Soccer, camping, hanging out with family and friends

## MOHAMMAD HANANI

Address: 177 Truesdale Dr. E., Regina, SK.

Tel: (306) 332-5743

<b>EXPERIENCE</b>	
<b>CUSTOMER SERVICE &amp; REPRESENTATIVE</b>	<ul style="list-style-type: none"><li>• Wal-Mart (Feb. 2002 - Jan 2004) Greeted customers and ascertained what customers wanted; opened and closed cash registers; performed tasks such as counting money, separating charge slips, and coupons, balancing cash drawers, and making deposits; helped locate or obtain merchandise based on customer needs and desires.</li></ul>
<b>COOK</b>	<ul style="list-style-type: none"><li>• Burger King (June 1998 - Nov. 2001) Cleaned food preparation areas. Cooked and packaged batches of food which are prepared to order or kept warm until sold. Maintained sanitation, health, and safety standards in work areas.</li></ul>
<b>FOOD PREPARATION WORKER</b>	<ul style="list-style-type: none"><li>• Boston Pizza (Jan. 1998 - Jul. 1998) Assisted cooks and kitchen staffs. Carried food supplies, equipment, and utensils to and from storage and work areas. Cleaned work areas, and equipment. Cut, sliced and/or grinded meat, poultry, and seafood to prepare for cooking. Distributed food to waiters and waitresses.</li></ul>
<b>VOLUNTARY WORK</b>	
<ul style="list-style-type: none"><li>• Active member of Regina Muslim community (Sept. 2000 - Present) Plan gatherings on Muslim Holy days and do spiritual speeches at gatherings. Help new Muslim immigrants to settle in the area. Show them how they can obtain Muslim meats and foods so they can adhere to their beliefs.</li></ul>	
<b>EDUCATION</b>	
<ul style="list-style-type: none"><li>• Passed General Equivalency Diploma in Nov. 2003. Attended Regina High School, Regina, SK. (Sept. 1999 - June 2003)</li></ul>	
<b>INTERESTS</b>	
Gardening, basketball, skating	

## F A T E M E H H A J I

Address: 11 Knightswood St., Winnipeg, MB.  
Tel: (204) 346-1582

<b>EXPERIENCE</b>	
<b>CUSTOMER SERVICE REPRESENTATIVE</b>	<ul style="list-style-type: none"><li>• Dairy Queen (Jan. 2003 - Mar. 2004) Greeted customers and took orders; helped customers to select menu items; placed orders in the kitchen; prepared itemized bills and accepted payments.</li></ul>
<b>DIETARY AID</b>	<ul style="list-style-type: none"><li>• Victoria General Hospital (May 2001 - Dec. 2002) Assembled patient food trays; placed food servings on plates and trays according to instructions; examined trays to ensure that they contain required items; loaded trays with accessories such as napkins; monitored food distribution; ensured that meals are delivered to the correct patients and that guidelines such as those for special diets are followed. I reported directly to the chef.</li></ul>
<b>SERVER</b>	<ul style="list-style-type: none"><li>• Earls Restaurant (2005 Pembina Hwy. Winnipeg, MB.) (Apr. 1999 - Mar. 2001) Explained how various menu items were prepared. Informed customers of daily specials. Prepared checks that itemize and total meal costs and sales taxes. Presented menus to patrons and answered questions about menu items, and made recommendations upon request. Removed dishes and glasses from tables or counters.</li></ul>
<b>VOLUNTARY WORK</b>	
<ul style="list-style-type: none"><li>▪ Voluntary work for Muslim Women Association, Winnipeg, MB. (Nov.1998 - Present) Participate in every Friday praying at the local Mosque; prepare food for attendants; collect nonperishable foods and distribute to low income Muslim families.</li></ul>	
<b>EDUCATION</b>	
<ul style="list-style-type: none"><li>• Graduated from Vincent Massey High School, Winnipeg, MB. (Sept. 2000 - June 2004) GPA= 3.18</li></ul>	
<b>INTERESTS</b>	
Reading, swimming, jogging	

## ANN HINTON

Address: 415 Erin Grove SE, Calgary, AB.

Tel: (403) 669-5130

<b>EXPERIENCE</b>	
<b>OFFICE CLERK</b>	<ul style="list-style-type: none"><li>• University of Calgary Admission Office (June 2001- Apr. 2004) Filed documents; helped with registrations; typed letters and documents; answered phones; operated office machines; recorded data and other information in electronic database</li></ul>
<b>COOK AND CASHIER</b>	<ul style="list-style-type: none"><li>▪ Arby's Fast Food Restaurant (Oct. 2000 - Mar. 2001) Greeted customers; took customer's orders, prepared sandwiches, and served meals. Operated large-volume cooking equipment such as grills, deep-fat fryers, or griddles. Prepared and served beverages. Processed cash and credit/debit card payments. Operated cash registry.</li></ul>
<b>CAFETERIA WORKER</b>	<ul style="list-style-type: none"><li>▪ University of Calgary Cafeteria (Sep. 1999 - May 2001) Took orders. Prepared meals and beverages and served to the customers. Cleaned the kitchen and cafeteria.</li></ul>
<b>VOLUNTARY WORK</b>	
<ul style="list-style-type: none"><li>• Voluntary work for St. Michael Church (July 1997 - Present) Conducted office/clerical services for the church. Member of church choir.</li></ul>	
<b>EDUCATION</b>	
<ul style="list-style-type: none"><li>▪ Graduated from Central Memorial High School, Calgary, AB.(Sept. 1999 - June 2003) GPA=3.1</li></ul>	
<b>INTERESTS</b>	
Shopping, watching movies, painting.	

## JOSEPH LE CLAIRE

Address: 48 rue Antonin-Campeau, Montréal, QC.

Tel: (450) 688-3091

### EXPERIENCE

#### GAS STATION ATTENDANT

- Gas King  
(May 2002 - May 2004)

Served customers; computed and recorded totals of transactions; accepted payments; pumped gas; checked tire pressure; cleaned, lubricated, and adjusted compressors; watched gauges, dials, or other indicators to make sure machines were working properly; closed store at the end of my shift.

#### CASHIER

- Zellers  
(July 2001 – May 2002)

Used cash register to record sales; verified identity for checks, and processed credit cards; attached price tags to goods; answered phones, and answered customers' questions; provided information on procedures or policies.

#### LOBBY ATTENDANT

- Cinéma du Parc  
(Jan. 2001 - July 2001)

Assisted patrons in finding seats. Directed patrons to restrooms, concession stands and telephones. Provided assistance with patrons' special needs, such as helping those with wheelchairs.

### VOLUNTARY WORK

- Voluntary work for World Vision  
(Sept. 2000 - Feb. 2003)

Collected information of young children from poor countries; filed their pictures and information; answered phone calls with regard to child sponsorship.

### EDUCATION

- Graduate from Montreal High School, Montreal, QC. (Sept. 1998 – June 2002)  
GPA= 2.98

### INTERESTS

Bowling, biking, watching TV.

**ROBERT MCKINNEY**

Address: 34 Dallas Av., Kitchener, ON.

Tel: (519) 346-1582

<b>EXPERIENCE</b>	
<b>OFFICE CLERK</b>	<ul style="list-style-type: none"><li>• Astro Insurance Company (May 2003 - Present) Answered telephones; directed calls and took messages; operated office machines such as photocopiers and scanners, facsimile machines, and voice mail systems; answered customers' questions.</li></ul>
<b>PARKING ATTENDANT</b>	<ul style="list-style-type: none"><li>• Kitchener General Hospital (Aug. 2001- Mar. 2003) Greeted customers; calculated parking charges; collected fees; directed motorists to parking areas or parking spaces; issued ticket stubs; positioned, and removed barricades to open or close parking areas; parked and retrieved customers' automobiles.</li></ul>
<b>TICKET TAKER</b>	<ul style="list-style-type: none"><li>• Cinema Silvercity Kitchener (May 2001- Aug. 2001) Greeted patrons. Examined tickets or passes to verify authenticity. Refused admittance to undesirable persons or persons without tickets or passes.</li></ul>
<b>VOLUNTARY WORK</b>	
<ul style="list-style-type: none"><li>• Voluntary work for United Church of Canada (June 2000 - Jan. 2002) I coordinated junior high school aged youth group programs at the church.</li></ul>	
<b>EDUCATION</b>	
<ul style="list-style-type: none"><li>• Graduate from Kitchener High School, Kitchener, ON. ( Sept. 1999 – June 2003) GPA: 2.93</li></ul>	
<b>INTERESTS</b>	
Swimming, playing hockey, camping	

## P A T R O Y

Address: 1676 Frances St, Vancouver, BC.

Tel: (604) 325-1018

### EXPERIENCE

#### CUSTOMER SERVICE

- Video Head Quarters (287 Pt. Grey, Vancouver, BC.)  
(Feb. 2001 - Aug. 2003)

Kept records of transactions; prepared rental forms; obtained customer signature and other information such as required licenses; received, examined, and tagged articles to be altered; cleaned, stored, repaired, inspected and adjusted rental items to meet needs of customers; explained rental fees, policies and procedures; operated cash register.

#### OFFICE CLERK

- Vancouver Community College Administration office  
(Sept. 1999 - Dec. 2000)

Compiled, copied, sorted, and filed records of office activities, business transactions, and other activities; computed, and recorded data and other information, such as records or reports; opened, sorted and routed incoming mail; answered correspondence, and prepared outgoing mail.

#### COUNTER ATTENDANT

- Garibaldi Park Concession Store  
(Mar. 1999 - Sept. 1999)

Took customers' orders and wrote ordered items on tickets. Gave ticket stubs to customers to identify filled orders. Prepared food using standard formulas. Served food, beverages, or desserts. Wrapped menu items. Collected cash from customers. Operated cash register.

### VOLUNTARY WORK

- Voluntary work for St. Paul's Church  
(Apr. 1997 - Dec.1998)

Baby sitting children while their parents were attending services.

### EDUCATION

- Passed G.E.D. test (July 2003)
- Attended West Vancouver High School, Vancouver, BC. ( Sept.1999 - June 2001)

### INTERESTS

Golfing, fishing, swimming



**Directions:**

Please circle the number that shows the degree to which you agree or disagree with each job related scale that reflects the applicants' knowledge, skills, and abilities for the job.

**ANN HINTON**

Job requirement characteristics	Does not possess at all							Clearly possess
	Uncertain							
This person possesses the ability to perform on job.	1	2	3	4	5	6	7	
This person possesses the ability to acquire job relevant knowledge.	1	2	3	4	5	6	7	
Does this applicant possess the characteristic "trustworthiness"?	1	2	3	4	5	6	7	
Does this applicant possess the characteristic "conscientiousness"?	1	2	3	4	5	6	7	

**JENNIFER ANDREWS**

Job requirement characteristics	Does not possess at all							Clearly possess
	Uncertain							
This person possesses the ability to perform on job.	1	2	3	4	5	6	7	
This person possesses the ability to acquire job relevant knowledge.	1	2	3	4	5	6	7	
Does this applicant possess the characteristic "trustworthiness"?	1	2	3	4	5	6	7	
Does this applicant possess the characteristic "conscientiousness"?	1	2	3	4	5	6	7	

**FATEMEH HAJI**

Job requirement characteristics	Does not possess at all							Clearly possess
	Uncertain							
This person possesses the ability to perform on job.	1	2	3	4	5	6	7	
This person possesses the ability to acquire job relevant knowledge.	1	2	3	4	5	6	7	
Does this applicant possess the characteristic "trustworthiness"?	1	2	3	4	5	6	7	
Does this applicant possess the characteristic "conscientiousness"?	1	2	3	4	5	6	7	

**JOSEPH LE CLAIRE**

Job requirement characteristics	Does not possess at all			Uncertain			Clearly possess
This person possesses the ability to perform on job.	1	2	3	4	5	6	7
This person possesses the ability to acquire job relevant knowledge.	1	2	3	4	5	6	7
Does this applicant possess the characteristic "trustworthiness"?	1	2	3	4	5	6	7
Does this applicant possess the characteristic "conscientiousness"?	1	2	3	4	5	6	7

**ROBERT MCKINNEY**

Job requirement characteristics	Does not possess at all			Uncertain			Clearly possess
This person possesses the ability to perform on job.	1	2	3	4	5	6	7
This person possesses the ability to acquire job relevant knowledge.	1	2	3	4	5	6	7
Does this applicant possess the characteristic "trustworthiness"?	1	2	3	4	5	6	7
Does this applicant possess the characteristic "conscientiousness"?	1	2	3	4	5	6	7

**MOHAMMAD HANANI**

Job requirement characteristics	Does not possess at all			Uncertain			Clearly possess
This person possesses the ability to perform on job.	1	2	3	4	5	6	7
This person possesses the ability to acquire job relevant knowledge.	1	2	3	4	5	6	7
Does this applicant possess the characteristic "trustworthiness"?	1	2	3	4	5	6	7
Does this applicant possess the characteristic "conscientiousness"?	1	2	3	4	5	6	7

**PAT ROY**

Job requirement characteristics	Does not possess at all			Uncertain			Clearly possess
This person possesses the ability to perform on job.	1	2	3	4	5	6	7
This person possesses the ability to acquire job relevant knowledge.	1	2	3	4	5	6	7
Does this applicant possess the characteristic "trustworthiness"?	1	2	3	4	5	6	7
Does this applicant possess the characteristic "conscientiousness"?	1	2	3	4	5	6	7

**Directions:**

Please rank the applicants in front of their names according to their overall qualifications for obtaining the job (1=the most qualified, 7= the least qualified).

1= Most qualified  
7= Least qualified

Applicants	Please RANK the applicants here.
Ann Hinton	
Fatemeh Haji	
Robert McKinney	
Joseph Le Claire	
Pat Roy	
Jennifer Andrews	
Mohammad Hanani	

Of all people you have reviewed, how many of the top people would you interview? For example, if you would interview the top four people you would write “4” in the provided space. You would write a “1” in the space if you wanted to interview one person. You would write a “7” in the space if you wanted to bring in everyone for an interview.

How many of the top people do you want to bring in for an interview? \_\_\_\_\_ (Write number here).

## Appendix B: The Second Phase of the Survey Questionnaires.



Dear Participant

We appreciate your participation in the first phase of this study. As we informed you before this study is about decision making in personnel selection and it has two phases. Please complete the enclosed questionnaire. It should not take more than 10 minutes to complete.

Please note that your participation is voluntarily and you have the right to refuse or withdraw your participation from this project at any time with out any consequences.

Your responses are confidential. Do not put your name on any form. We have coded your forms with a special identification number that will help us keep track of the forms you return to us. No one outside the research team will be able to see your responses. We will keep the data at a secure location and destroy all forms after we complete the study. Electronic data will not contain your name. We may publish the findings of this study in academic journals or conferences. Any publication we develop will only report group data; we will neither report your individual responses nor identify your answers.

By returning the completed materials, we assume that you have given your consent to use the data that you provide to us.

If you would like a summary of the findings or have any questions please contact us at 381-8269.

Best Regards,

K. Y. Mansouri, R. Perlow, R. Boudreau

Faculty of Management,

University of Lethbridge

**Directions:**

**Please answer the following questions or circle around the most suitable answer.**

**1. Age:** \_\_\_\_\_

**2. Gender:**     Male                      Female

**3. Education:**

- 1-High school                      2-Some College                      3-College Degree
- 4-Some University                      5-Bachelors Degree                      6-Masters Degree                      7-PhD (Doctoral)

**4. Current position:**

- 1- First line Supervisor                      2- Manager                      3- Executive/Company officer
- 4- Others (please specify \_\_\_\_\_)

**5. Years of hiring experience (Write “0” if no experience).** \_\_\_\_\_

**6. What kind of organization do you work in? (Write the number in the space)** \_\_\_\_\_

- 1- Educational Institution
- 2- Government Agency
- 3- Retail
- 4- Manufacturing
- 5- Health Care
- 6- Banking
- 7- Restaurant
- 8- Social service agency
- 9- Service company (counseling center, law firm)
- 10- Others (please specify \_\_\_\_\_)

**Directions:**

Please answer the following questions by circling your responses.

How often do you have contact with people from following groups?

	Not at all						Very Often
	1	2	3	4	5	6	7
Christians	1	2	3	4	5	6	7
Jews	1	2	3	4	5	6	7
Muslims	1	2	3	4	5	6	7
Hindus	1	2	3	4	5	6	7
Sikhs	1	2	3	4	5	6	7
Buddhists	1	2	3	4	5	6	7

Please answer the following questions about yourself by circling your responses.

Circle T (True) or F (False) for the following items.

- |  |   |   |
|--|---|---|
| 1- I like to gossip at times.  | T | F |
| 2- There have been occasions when I took advantage of some one.                    | T | F |
| 3- I'm always willing to admit when I make a mistake.                              | T | F |
| 4- I always try to practice what I preach.   | T | F |
| 5- I sometimes try to get even, rather than forgive and forget.                    | T | F |
| 6- At times I have really insisted on having things my own way.                    | T | F |
| 7- There have been occasions when I felt like smashing things.                     | T | F |
| 8- I never resent being asked to return a favor.                                   | T | F |
| 9- I have never been irked when people expressed ideas very different from my own. | T | F |
| 10- I have never deliberately said something that hurt someone's feelings.         | T | F |

**Directions:**

Using the scale below as a guide, indicate the extent to which you agree or disagree with the following statements by circling the corresponding number.

	Strongly Disagree	Moderately Disagree	Mildly Disagree	Mildly Agree	Moderately Agree	Strongly Agree
1- Muslims are friendly people.	1	2	3	4	5	6
2- Muslims are religious.	1	2	3	4	5	6
3- Muslims should be feared.	1	2	3	4	5	6
4- Muslims are peaceful.	1	2	3	4	5	6
5- Muslim women are submissive.	1	2	3	4	5	6
6- Muslims have a lot of personal freedom.	1	2	3	4	5	6
7- Muslims are too culturally different to be able to live successfully in Canada.	1	2	3	4	5	6
8- Muslim men are dominant.	1	2	3	4	5	6
9- I feel favorably toward Muslims.	1	2	3	4	5	6
10- I worry that Muslims want take over Canada.	1	2	3	4	5	6
11- I fear that Muslims are radical.	1	2	3	4	5	6
12- I respect Muslims for having close-knit families.	1	2	3	4	5	6
13- Muslim immigration should be halted.	1	2	3	4	5	6
14- Muslim women have many rights.	1	2	3	4	5	6
15- I believe Muslims are responsible for many of Canada's problems.	1	2	3	4	5	6
16- I could interact comfortably with Muslims.	1	2	3	4	5	6
17- The Muslim religion is too strange for me to understand.	1	2	3	4	5	6
18- Canadians could learn important ideas from Muslims	1	2	3	4	5	6
19- I would support a measure deporting Muslims from Canada.	1	2	3	4	5	6
20- I am strongly accepting of Muslims.	1	2	3	4	5	6
21- Muslims are strict.	1	2	3	4	5	6
22- Muslims are in close contact with God.	1	2	3	4	5	6
23- Muslims should be excluded from some occupations.	1	2	3	4	5	6
24- I would enjoy having Muslims as my friends.	1	2	3	4	5	6
25- I believe the Muslim religion is wrong.	1	2	3	4	5	6
26- Muslims are good people.	1	2	3	4	5	6
27- Muslims are scary.	1	2	3	4	5	6
28- I would not mind if a family member married a Muslim.	1	2	3	4	5	6
29- I have nothing in common with Muslims.	1	2	3	4	5	6
30- I don't worry about the Muslim presence in Canada.	1	2	3	4	5	6

## Appendix C: Means and Standard Deviations for the Level of Contact

Table 11

*Means and Standards Deviations for the Level of Contact*

Variable	n	Mean	sd
Contact with Christians	60	5.73	1.47
Contact with Jews	59	3.41	1.63
Contact with Muslim	58	2.62	1.45
Contact with Hindus	58	2.45	1.30
Contact with Sikhs	58	2.22	1.20
Contact with Buddhists	59	2.86	1.74