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The Ohio State University, Ph.D., 1972
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A SOCIOMETRIC STUDY, THROUGH HISTRIONISM, OF THE RELATIVE IMPACT
OF PHYSICAL ATTRACTIVENESS ON THE EMPLOYMENT PROBABILITY
OF OFFICE PERSONNEL

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

Lucille Eva Johnson Wright, B.S.Bus.Adm., M.A. in Ed.

*** *** *** ***

The Ohio State University
1972

Approved by
Adviser
College of Education
ACKNOWLEDGMENTS

The opportunity to recognize those who have contributed to the efforts of the writer in this endeavor is now a reality, a pleasure, and provides the author a moment for appreciative reflection.

The study was accomplished through the sincere dedication of many. My mother, Mrs. Eva Johnson, receives the fondest thank you of all—for being a wonderful mother and for her philosophical encouragements, love, and devotion to my home and family during this time especially.

It is an honor to have had Dr. William E. Jennings, as adviser of the study. His enormous capacity to inspire students is known to all and particularly to those who have had the opportunity to study under his very capable direction. The study committee members were Dr. Edward T. Ferguson, Jr. and Dr. J Marshall Hanna. They contributed perception, understanding, and conceptualization.

As an educational fellow in the Educational Professional Development Program at Ohio State, I am grateful to Dr. Robert M. Reese and Dr. Ralph Orr for their professional guidance and vocational insights, and to the Fellows in the program for their esprit de corps.

Recognition is given to three special contributors to the study: Dr. Dorothy Ferguson, for her constant suggestions and professional expertise Mr. Robert Balthaser for his prophetic vision and direction; and Dr. Otto Santos for his critical analysis, encouragement, and persistent dedication to the systematized organizational projection of the research.
Associates in the education profession contributed immeasurably with enthusiasm and interest: Miss Helen Young, Mrs. Mildred Chavous, Mrs. Angela Hergenroeder, Dr. Agnes Lebeda, Mrs. Harlan Jensen, Mrs. Loy Jones, Miss Ann Duffy, Mrs. P. Siebert, Dr. Sam Wiggins, Dr. Robert Mac Naughton, Dr. Victor Edmonds, Dr. Lloyd V. Douglas, Mr. Oliver Anderson, Dr. Neal Vivian, Mr. Jack C. Reed, Dr. W. Liebal and Kenah H. Sponsel, M.D.

This study was accomplished through the efforts of many who participated in the study and who must remain anonymous. One educational administrator and his staff worked tirelessly and diligently on behalf of the study fully realizing that they would remain anonymous and never publicly receive recognition for all their efforts.

Perseverance to a professional dedication is possible when loved ones become totally involved and therefore I extend recognition to my husband Glenn and son Craig for all their understanding love.
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Studies in Guidance and Counseling
Professor Anthony Riccio
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CHAPTER I

The Problem and Its Importance

Introduction

The vocational business and office education programs are designed to enable the students of the programs to move with relative ease from their role as student-learner in the classroom to that of employee-producer in the world of business. This study was made to determine to what extent physical attractiveness is considered as a measure of employability in the selection of an office worker by personnel directors in the city of Cleveland, Ohio. Business and office educators are concerned about the reality of job placement of their graduates and need to know if beauty or physical characteristics, especially those over which an applicant may have no control, are considered by personnel directors in employment selection.

Business and office education teachers recognize that personnel directors have varied expectations in their requirements for skill standards of office workers. The range of these variations is generally known to business and office educators. The standards for typing and shorthand are quoted frequently by these teachers. However, little is mentioned by them regarding physical attractiveness as a factor that personnel directors consider when they interview applicants and make decisions to hire office workers.

Numerous challenges confront the business and office educators
who design the vocational programs for today's youth. The most vital challenge is to structure a curriculum that is relevant to meeting the requirements of the world-of-work, particularly in job attainment skills. The primary objective of a vocational business and office education program is to prepare the student vocationally—for employment—upon graduation. When each student is gainfully employed in an occupation for which she was trained the goal of the program is automatically reached.

In an effort to implement the transition from student-learner to employee-producer, a unit of instruction emphasizing the techniques and procedures associated with job-application, job-resume, job-interview, and job-readiness is taught in the vocationally oriented programs in business and office education. It is assumed that as a result of this instruction the students will be successful in securing a position for which they were trained.

In a discussion by business and office educators regarding "physical attractiveness and employability" at the annual Ohio Business Teachers Association meeting held on April 4, 1972, Mr. Sam Hancock, business and office educator at Greene Vocational High School, Xenia, Ohio, advised the writer of his professional concern about the topic and its implications for vocational instruction regarding job-interview techniques. Mr. Hancock wrote the writer of this study as follows:

... Your topic of beauty and its relationship to the success of students and workers was most interesting. Few people have taken the initiative to investigate the field of intra- and inter-personal relationships. In some ways this subject is similar to SEX: we talk about beauty, spend billions of dollars on it, dream of being beautiful, slave to be beautiful, and yet refuse to acknowledge the fact that this is one of the dominant factors in our lives. This is a
definite frontier for modern thought. ¹ (Appendix A).

To accomplish the purpose of this study, answers to the following questions were sought:

1. Do personnel directors, Cooperative Office Education teachers, and Intensive Office Education teachers in the city of Cleveland, Ohio, concur in their selection of an office worker based on first impressions?

2. Do personnel directors, Cooperative Office Education teachers and Intensive Office Education teachers in the city of Cleveland, Ohio, concur in their selection of an office worker based on a second opportunity to view the applicant and an examination of the applicants' personal and academic data?

3. Do personnel directors, Cooperative Office Education teachers and Intensive Office Education teachers in the city of Cleveland, Ohio, concur in their selection of an office worker in their final decision to hire?

4. Do male personnel directors and female personnel directors in the city of Cleveland, Ohio, concur in their selection of an office worker in their final decision to hire?

5. To what extent do personnel directors, COE teachers, and IOE teachers, in the city of Cleveland, Ohio, indicate that:
   a. appearance is a measure of employability?
   b. physical characteristics are a measure of employability?

¹ Letter, Sam Hancock to Lucille E. Wright, April 17, 1972, Cleveland State University, 22nd and Euclid, University Tower 1328, College of Education, Cleveland, Ohio.
6. To what extent (by sex categories) do personnel directors, COE teachers, and IOE teachers in the city of Cleveland, Ohio, indicate that:

   a. appearance is a measure of employability?
   b. physical characteristics are a measure of employability?

Limitations of the Study

The following limitations were established in presenting the data for this study.

1. The study included twenty-one personnel directors from sixteen companies employing clerk-typists in the city of Cleveland, Ohio.

2. The study included twenty-one business and office education teachers employed in vocationally-oriented business and office education programs by the Board of Education of the city of Cleveland, Ohio. These teachers taught senior-year students in the Cooperative Office Education programs and the Intensive Office Education programs in the Cleveland schools.

3. The data were gathered by means of a videotape of simulated employment interviews. The high school girls who portrayed the applicants were applying for a position as a clerk-typist and played the role of recent high school graduates trained in office skills. The four applicants were selected from two high schools located outside the city limits of Cleveland, Ohio. One interviewer conducted the interviews.

4. The selected schools, students, and judges were advised that they would be anonymous in this study.

5. Attractiveness was limited to the definitions of appearance, physical characteristics, and attractive as defined in this study.
Terms to be Defined

1. **Appearance**: outward aspect of an individual, including wardrobe and personal grooming.

2. **Attractive**: descriptive of an individual who possesses the physical characteristics commonly considered pleasing or beautiful, though concepts of relative attractiveness vary with individuals.

3. **Business and Office Education (BOE)**: education/instruction designed to give initial preparation, refresher, and upgrading instruction for occupations relating to the facilitating office function, including activities of recording and retrieval of data, office supervision, and coordination, internal-external communications, and information reporting.

4. **Clerk-typist**: title given to the person performing routine office duties, including typing and filing activities, under direct supervision, at the entry-level of office employment.

5. **Cooperative Office Education (COS)**: a program of instruction designed to graduate an office worker already adjusted to the business world with the necessary skills, knowledges, and attitudes. The student attends school one-half-time and works on-the-job one-half time with teacher-employer coordinated supervision at the twelfth grade level.

6. **Cooperative Office Education Teacher (COE Teacher)**: the instructor in the Cooperative Office Education program.

7. **Employability**: the ability to locate a position and become employed as an entry-level office employee on a full-time basis.

8. **Histrionism**: theatrical methods, procedures, style.

9. **Intensive Office Education (IOE)**: a program of instruction...
in business and office education designed for 11th and 12th grade students who need in-depth training in skills and related areas of instruction in business and office education. The student attends classes in a concentrated block-of-time period which may consist of two to five periods of time during the school day and meets five days per week.

10. **Intensive Office Education Teacher (IOE Teacher):** the instructor in the Intensive Office Education program teaching at the 12th grade level.

11. **Personnel Director:** the individual engaged in personnel work who represented the selected businesses in the study. (The executives of the selected businesses who nominated the individuals to participate in the study as their representatives submitted many titles for the individuals responsible for employee selection and hiring of office employees in their firms.)

12. **Physical characteristics:** those personal attributes over which an individual may have no control, including facial features, physical body dimensions, height, weight, body carriage, walk, and physical maturity.

13. **Selection process:** the employment-processing function which facilitates decision-making for employing an applicant. This process consists of three stages. The three stages are: (1) observing the applicant for the first time (2) reviewing the credentials of the applicant and (3) talking with the applicant and making a decision regarding employment of the applicant.

14. **Sociometric:** the measurement of attitudes of social acceptance or rejection through expressed preferences among members of a
social grouping.

15. Unattractive: descriptive of an individual who possesses physical characteristics commonly considered unpleasant—not beautiful.

16. Videotape: the method of gathering data whereby the participants of the study viewed a film and were asked to make decisions based on the information gained from viewing the film.

Importance of the Study

Vocational business and office educators formulate curricula and design instruction processes to prepare students for successful employment in the world-of-work. The educators realize the students should be equipped with employable skills, knowledges, and attitudes that contribute to employability at the time of completion of the instruction. The program of instruction may be at the high school level, the post-secondary level, the adult level, or even at the remedial level. The vocational programs may be taught in high schools, junior colleges, community colleges, or technical institutes. The prime objective of the vocational programs in these institutions should be student employability, with basic consideration given to the personal development of the student. Therefore, the instruction should be designed to meet the employment standards required in the community and, as noted by author Fruchling, should be equally oriented to meeting the needs of the student as an individual. She believes that each position or job has a "personality" and employees need to be compatible to that "personality".

Vocational business and office educators need to know whether a mutual conceptualization exists between business and office educators and personnel directors regarding employment criteria, particularly as these criteria relate to physical characteristics. If vocational programs are to focus on the realistic objective of preparing students to meet the demands in the marketplace, then teachers should be apprised of the demands relative to all criteria for employment selection, those expressed and those that have not been expressed completely in all details.

Raspberry noted:

Perhaps the most persistent and least talked about form of discrimination has nothing to do with skin color, religion, or national origin. . . . I mean, of course, the pervasive discrimination against (there's no nice way to say it) ugly women. Not the mere Plain Janes who can help themselves with a bit of paint and padding, I mean the losers, the real dogs. . . .

With an ugly man it's different, . . . no one really cares whether he's handsome or not; the important thing is that he have ability. . . . employers don't care what he looks like. . . .

Not so with women. Unemployment lines are full of women who, if their features were more regular, would be working full time. . . . Someone will be sure to point out Eleanor Roosevelt, Mary McLeod Bethune or what's her name from New York as examples of homely women who have made it. . . .

But these exceptions shouldn't be permitted to obscure a very real problem.

The Vocational Education Act of 1963 and the Vocational Amendments of 1968 charge vocational educators to conduct follow-up studies concerning the employment of program graduates. The follow-up studies are to assist educators in the revision of curricula, if needed. If

---

physical attractiveness is a measure of employability and has not been fully considered in the instructional process, then one reason for the graduates possibly not finding employment may be clarified.

The demands in the marketplace continue to be made upon the employee as the employee seeks promotion and advancement. These demands do not seem to cease once the student or potential employee becomes an employee, as indicated by at least a few contributors to Raspberry's follow-up article:

I'm retired now (from civil service) and like many of the unbeautiful I came out at least two grades lower than deserved, . . .

WHAT YOU FAILED to say in your column is that not only do ugly women not get the job, but attractive women are not taken seriously once they have it. . . .

It is dreadful that visual bias afflicts and hurts any person. . . .

It seems logical to assume that if vocational educators are to meet realistic objectives regarding employment of graduates, they should be prepared to teach the learner the skills necessary for success in obtaining employment as well as skills attendant to the specific employment. To teach job acquisition skills, the educators should be able to identify them. The question arises, then, as to whether or not physical attractiveness is a measure of employability. If it is, the educator should develop instructional materials to assist all students in satisfying that measurement. It is not for the educator to determine

whether or not the measurement of employability is right or wrong. The subjectivity of determining factors of individual attractiveness would rest with the educator. These factors would exist in the posture of both the terms "attractive" and "unattractive". As previously indicated, "attractiveness" and "unattractiveness" are both deeply involved in visual bias. Another contributor to Raspberry's column in The Washington Post on February 25, 1972, stated that:

The real tragedy is not the face, but the fact that the person behind the face has become, in self-defense a person not to choose for any position that requires getting along normally with other people. . . .

In her article, Fruehling referred to "teaching the whole worker." She did not specifically refer to physical attractiveness, although she did mention satisfying the social and economic needs of the students.

With this in mind, then, another job acquisition skill for a prospective employee might be the ability to evaluate oneself in the light of job opportunities. Success in knowing oneself and the job market well enough to apply for suitable positions would be very beneficial not only to the employee but also the employer.

The cost of recruitment of staff is an expensive budgetary consideration for both the job-seeker and the employing firm. Gray states the average cost of hiring an employee is over $500. 1 In addition to this expense, the firm must expend an average capital outlay or invest-


ment of $11,400 per employee. A study conducted by the American Management Association determined that the average labor turnover rate in the United States is 30 per cent.\footnote{1} Insuring that employees choose the right jobs would be one means of reducing the labor turnover rate and minimizing staff recruitment costs.

The instruction involved in developing the intricate skill of seeking employment is not as exacting or rigid as the procedures followed in developing a skill such as shorthand. Employment selection criteria vary considerably, and one author states:

Many studies have been made in an effort to discover a valid employment selection criteria. One interesting observation that can be made is that they don't agree, \ldots{} it is also possible to conclude that criteria can change with time. \ldots{}\footnote{2}

The factors that influence hiring decisions in the employment offices in the work world are not clearly defined. As a result, they cannot be clearly defined in a business and office education classroom. Without the benefit of timely, localized research, the educator has no foundation for establishing instructional content. Research determining the selection criteria used for office occupation employment in the immediate geographic area might enable a business and office educator to develop realistic instructional content, on the basis of that specific research.

Employability is only a reality when one is hired in a position for which one has been trained. The difference to be noted is that

1. \textit{Ibid.}
difference which exists between being employable and being actually employed. Employment should become a reality before the acquired skill can be considered truly valuable and meaningful to the individual, the employer and finally to society as a whole.

Multiple factors enter into employment attainment aside from the job skills, knowledges, and attitudes that are normally considered in the business and office education curriculum. Martin discussed these multiple factors and considered many of them primitive. It is possible that job skills, alone, are not sufficient to assure a student of employment even in a market where office positions are plentiful. It is apparent, then, that the business and office education teacher needs to know the factors that contribute to the employment of entry-level office employees. It is perhaps most important for each educator to know the selection criteria for employment in his local area. This is particularly true where employment may be more readily available to the graduate in that immediate area.

Knowing the employability requirements is not only important for the present but the future as well. A recent article in Personnel Journal stressed this fact:

Amid widespread unemployment one group has remained in relatively high demand: the indispensable secretary and her clerical colleagues. Further, the competition, especially in major metropolitan areas, remains rugged and hiring good clerical personnel is one of the urgent problems of almost every organization. With substantial needs for white collar people likely to be a long term concern for companies, it needs to be recognized that secretaries and clerical people take their work seriously for the most part and tend to think in career terms, rather than "just a job" the drive for women's equality on the job will be putting new stress
on upward mobility from the typing pool and the file room and companies must be made aware of this if they hope to keep these white collar specialists.¹

The need for the study becomes obvious and apparent to the researcher in response to meeting the need to develop the self-dignity of all workers. Perhaps another need might be served by a study of this nature if business and office educators were supplied with research that would assist them in the development of instructional content relating to the physical characteristics which make up attractiveness as a measure of employability. Furthermore, the need for the study seems to be substantiated when one reflects on a review in *Time*, February 21, 1972, of Raspberry's first column concerning attractiveness. The article noted that there was not statistical basis for Raspberry's conclusions:

> There are, of course, no statistics, vital or otherwise, to support Raspberry's conclusions. But he may be substantially correct in assuming that attractiveness is a measure of employability.²

**Organization of the Study**

The study is organized as follows:

Chapter I, the introduction, limitations, terms to be defined, and importance of the study.

Chapter II, a review of related research and literature.

---


Chapter III, an explanation of the procedures used in developing the study.

Chapter IV, the analyses and interpretations of the collected data.

Chapter V, the findings, conclusions, and recommendations resulting from the investigation.
CHAPTER II

REVIEW OF RELATED LITERATURE AND RESEARCH

The search for information relative to determining whether or not physical attractiveness was a measure of employability consisted of two major phases. Phase one encompassed a review of related research. Phase two consisted of a review of the related literature. Several libraries were visited in the search for data including the Cleveland Public Library, the New York Public Library, The Ohio State University Library, and the library at Cleveland State University.

A review of the related research consisted of a search of DATRIX, of Dissertation Abstracts from 1950 to present, and of the Education Index for the years 1960 to the present. An ERIC search included an investigation of research in both Abstracts of Instructional Materials in Vocational and Technical Education and Abstracts of Research and Related Materials in Vocational and Technical Education at the Ohio State University Library. Both Research in Education and the Business Education Index were reviewed for the period 1960 to present, as was the Cumulative Book Index and the Journal of Educational Research. The Delta Pi Epsilon Journal and the National Business Education Quarterly were examined for the period 1960-1972. Master's Abstracts and Master's Thesis in Education were reviewed from 1962-1971.

A review of related literature consisted of a search in the
libraries for books, periodicals, newspapers, films and film strips.

The complex nature of the measure of employability and specifically the measurement of attractiveness has caused the researcher to compile the review of the related research and literature as a whole rather than to segment the data into research and literature.

Margot Kilma writes about women in the work force in the 1970 summer issue of The Clevelander. She states:

A minority group with 53 per cent of the population.
A minority group with 85 per cent of the spending power.
A minority group with 55 per cent of its member high school graduates and 25 per cent having attended college.
It is women. . . . During the 15 to 20 years after suffrage women's participation in the job market expanded.¹

With the passage of the Civil Rights Act of 1964 it became illegal to discriminate against an individual because of race, color, religion, sex or national origin. The impact of this legislation on employment practices is important to this study.² As a result of this legislation and because of the Supreme Court decision in the Duke Power Case there is a movement on the part of business and industry to eliminate discriminatory practices from the hiring procedures in an effort to offer equal employment opportunities to everyone.³

Ruch reports that the Supreme Court decision referred to above

¹Margot Kilma, "Is the Past a Prologue for Cleveland Business Women," The Clevelander, Summer-July, 1970


³Ibid.
allows that it is within the power of the employer to find the Civil Rights Act of 1964 a boon to business and may reduce the costs of employing staff.

Chief Justice Burger wrote:

Nothing in the Act precludes the use of testing or measuring procedures; obviously they are useful. What Congress has forbidden is giving these devices and mechanisms controlling force unless they are demonstrating a reasonable measure of job performance. Congress has not commanded that the less qualified be preferred over the origins. Far from disparaging job qualifications as such, Congress had made such qualifications the controlling factor, so that race, religion, nationality and sex become irrelevant. ... Congress has placed on the employer the burden of showing that any given requirement must have a manifest relationship to the employment in question.  

Personnel departments are now challenged to develop policies and establish employment procedures that will guarantee fair opportunities for all persons to compete for employment on the basis of job qualifications without prejudice. To further the equal opportunity employment program corporations may be influenced to do more research in hiring techniques and procedures:

The Supreme Court's Duke Power decision will probably influence many employers to do more research work before revising their hiring practices. Such an investment can pay off by satisfying government requirements and by increasing the ability to identify in advance employees who will perform best.  

Testing programs that are used in employment screening must

1 Ibid., p. 778
2 Ibid., p. 777.
be job-related and evidence of the relatedness must be of record for verification if and when it is needed by governmental agencies.\textsuperscript{1} Today applicants can not be denied employment on the basis of tests that do not measure that which they are designed to measure. Individuals may apply for positions and the qualifications required of that individual must match those qualifications deemed necessary to perform the job. The job description must be written and include all of the qualifications demanded of an individual in the job. The descriptions cannot be "padded" so as to exclude anyone—to protect jobs for certain persons considered more desirable. For example, a high school diploma may not be a requirement unless it can be proven that the attainment of the diploma prepares the individual for job performance.

There can be no doubt that the burden of proof is on the employer to show that his hiring standard is job-related. This burden is the same for all hiring standards including psychological tests, personal interviews, scored and unscored application blanks, police and court records, and the findings of medical examinations.\textsuperscript{2}

The findings of medical examinations used to determine employability must be job-related and be proven as valid criteria before they can be used to deny employment to an individual.

Dr. George Mann is physician, researcher and associate professor of bio-chemistry and medicine at Vanderbilt University School of

\textsuperscript{1}Ibid.

\textsuperscript{2}Ann McFeatters, "Medical Prof. is Fat Man's Friend; He Says Craze to be Thin is Silly," \textit{The Cleveland Press}, March 10, 1972, A-1.
Medicine, Nashville, Tennessee. He said:

My thesis... is that obesity is wrongly condemned. It is not the health hazard it has been made out to be. . . .

The number of experts who agree with Mann's thesis is increasing. They feel the American "fetish" with thinness is harmful. Mann's beliefs and findings were expounded upon by McFeatters:

The food, pharmaceutical and clothing industries, along with outdated actuarial and relative body weight tables of insurance companies, have forced false standards on the public. . . . Fat children tend to be fat adults who in general do not have more cardiovascular problems than anyone else. It is those who become fat as adults who are more likely to have chest pains or die suddenly. . . . Our best prospective studies show that obesity is a weak and unimportant risk factor for chronic heart disease.

Mann referred to body fat data. Females have more body fat than men.

Well-nourished boys possess 15 per cent body fat. Girls possess 25 per cent body fat. Females are known to out-survive men at every age. According to Dr. Mann only 10 per cent of Americans need to be worried about their weight. He stated it would be difficult for a 17 year-old girl to be thin and still well-nourished without the assistance of a graduate dietitian.

Crash diets are hazardous to health. Dr. Mann blamed the advertising industry for promoting the thin look and condemning obesity in the public image of lovely women. He does not believe the "bony apparition" is an ideal model for women.

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1 Ibid., p. A-4.
2 Ibid.
Stewardesses at United Airlines believe the rules regarding weight limitations that they are forced to follow are too rigid when compared to the rules of other airlines.¹ Relations are strained between the airline and the stewardesses over this employment criterion.

The stewardesses contend that the new policy has forced many girls who did not have a weight problem, to go on chronic crash diets, . . . ²

An officer of the Stewardess Division of the Air Line Pilots Association remarked:

We realize we weren't hired because we have degrees in psychology . . . It's a terrible, emotional thing for these girls. To be constantly told you're too fat. Some girls have big bones and they can't help it. But they don't necessarily look heavy . . . . It's very, very rough on them . . . .³

One official of the airline stated:

It's a terrible problem. You run a $1.5 billion business, and it boils down to whether some chicks look good in their uniform. If you have fat stewardesses, people aren't going to fly with you.⁴

Edward C. Andler, Personnel Superintendent for United States Gypsum Company, formerly served as Assistant Employment Manager and Employment Supervisor at various Gypsum plant locations. He wrote:

In view of today's high, sometimes alarming, turnover rate, employee selection takes on added importance. Four basic characteristics that underlie fitness for

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¹"Stewardesses Toss A Fat Fit," The Plain Dealer, March 12, 1972, B-9.

²Ibid.

³Ibid.

⁴Ibid.
employment—attitude, ability, physical make-up and retention prospect—must be properly investigated and evaluated in order to make sound choices.¹

Andler stated that certain physical standards were inherent in job classifications and that all applicants must possess the necessary physical abilities to perform the work required in the position. He referred to the need to examine the current compensation laws and to heed medical requirements in order to prevent added liabilities on the part of the company due to past or potential physical difficulties on the part of the employees.² His references to physical make-up recognized physical well-being and personal stamina as a part of job requirements.³ The medical examiner reports on those findings relating to the applicant as correlated to the job. A person's weight is a medical finding and is recorded in the medical report. The medical report becomes a permanent record in the employee's file.

Job performance can be specifically measured and determined by the means of some established testing program.⁴ There are skill-testing programs that have proven validity scores and are recognized as job-related and occupationally sound. Typing tests are evaluated on national norms and may be used as employment practices with some

²Ibid.
³Ibid.
degree of success. Personnel directors have found selecting the right people for the right jobs to be a difficult task. Proper selection enhances the productivity of the organization and reduces costs in labor turnover.

Today the importance of the interview technique is recognized by personnel directors in their quest for competent employees.

Otis Lipstrett, Professor of Management in the School of Business, University of Colorado comments on the validity of the interview technique:

Since personnel people agree that the culmination and final payoff of the selection process is the hiring interview, such failure to demonstrate the validity of the employment interview is embarrassing. It is, at least, an enigma.

Lipstrett contends that the employment interview generates decisions of a subjective nature. Therefore, the interview should be categorized and given weighted values in an effort to eliminate the subjectivity of different interviewers. In his model he established specific critical job requirements and specific critical applicant attributes. He did not attempt to define the attributes of the applicant. He designed a model that systematizes the optimal job placement procedure. He did not elaborate on the weighted values. Both the critical job

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1Ibid., p. 36.


3Ibid.

requirements and the critical applicant attributes add to the total value given to critical variances. The model is shown below:

The analysis is a weighted analysis and leads to the determination to hire, removing complete subjectivity from the interviewer.

The model has four steps:

Step One: Based upon definitive job specifications, discussions with supervisors, analysis of turnover incidences and terminations, a set of critical specific job requirements are developed.

Step Two: Based upon careful analysis of clues and patterns generated from selective devices (application blank, reference checks, tests) critical, specific applicant attributes are identified.

Step Three: The critical job requirements and critical applicant attributes are compared systematically,

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1 Ibid.
2 Ibid.
critical variances are identified and given respective weights consistent with evaluation of their relative contribution to prospective job success.

Step Four: The order of precedence to the interview is planned according to the relative weight of each variance and the particular interview techniques are matched with the nature of the critical variance.

Experimentation of this model and perhaps others that are still on the drawing boards will establish predictive validity for the interview technique. Its merit is measured by job success of the applicant selected.

In reviewing the literature and considering terms that would relate to attractiveness it was not possible to eliminate terms such as job opportunities, job applications, job applicants, employment interviews, personal appearance, typist, office employee, office occupations, and physical attractiveness/characteristics. The term discrimination was also used, and many of the articles reviewed referred to discriminatory practices in employment placement. These writings usually dealt with either race, minority, or sex discrimination. They were not relevant to the discrimination factor under consideration in this study. It was difficult, however, to separate discrimination on the basis of the physical characteristics which comprise attractiveness from sex discrimination in these articles. Further, it was difficult to isolate the factor of attractiveness because it was not openly discussed. The writings of William

Ibid.
Raspberry, columnist for *The Washington Post*, attest to this fact.¹

In an effort to increase the finding of literature and research for this review the researcher personally interviewed the columnist on the telephone.² Mr. Raspberry advised that he had not been able to locate research studies to corroborate his observations and suppositions. He said the idea of a correlation between attractiveness and job-placement had been on his mind for a few years. He believed that the literature on the subject was probably non-existent, or minimal at best.

As the search progressed the writer became increasingly aware of the need for the study. Although many references in the literature frequently referred to "personal appearance," the term was never fully defined. Little mention was made of the actual term "attractiveness," although it was frequently alluded to in the literature. In several instances references were made to grooming, personality, poise, charm, or charisma. However, terms of this nature were also not usually defined, and assumptions had to be made about their meaning by the readers. Since these references required assumptions, they were not reviewed here because they lacked sufficient foundation to support their contribution to this study.

Yeomans wrote one of the few current articles that actually used the term "attractive." She wrote about the race for mayor in

¹Raspberry, Chapter 1.

San Francisco this year:

It could have been Her Honor, the Mayor.

After all, registered women voters outnumber men in San Francisco, and Diane Feinstein was an attractive candidate for mayor . . . . But she was defeated . . . . The slender 38-year-old ran third against 10 men . . . . It was bad, too, Feinstein says, that people kept pointing out she is the pretty, slender, well-dressed wife of a neuro-surgeon . . . .

The candidate for the office of mayor found the fact that she was pretty and slender detrimental to her cause.

A recent article which appeared in McCall's was directed at the middle-aged woman who might be contemplating re-entering the job market, if only on a part-time basis, and who did not feel that she was qualified to seek employment. The authors of the article, Schwarts, Schiffter, and Gilotti, noted that a personnel administrator of a major oil company had recently said:

... spent a long fruitless day interviewing candidates for a job as assistant in the company's research and development division . . . . I guess my trouble is that I'm looking for the perfect employee. A B.A. with a major in geology, or at least a few courses in it. High motivation, bright, curious mind, flexible, and willing to learn. At the same time I want someone who is attractive, well-balanced, rational, with mature judgment.

The authors examined the employment criteria for this position. They tried to explain to their women readers that they might possibly possess the necessary qualifications for this position, or for other

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1 Jeannine Yeamans, "Jealous Women Elect Men, Loser Claims," The Plain Dealer, February 23, 1972, 3 C.

positions, on the basis of their college training and their efficiency as homemakers. In their examination of the job specifications the writer found no reference made to the stipulation of attractiveness.

Goldstein looked at the labor force and made projections for the future. His position as Assistant Commissioner of Manpower and Employment Statistics, Bureau of Labor Statistics, U. S. Department of Labor, lends credibility to this study. It is a timely contribution to vocational and technical education. The labor force is defined as consisting of those persons who are working or who are actively looking for full-time employment. These people constitute the human resources prepared to meet the needs for manpower in this country. Vocational educators, therefore, should be in a position to provide educational opportunities for training, counseling, and job-mobility-understanding for this population. The number of Americans projected to be in the labor force by 1980 is 101 million. Goldstein contends that in the future a greater percentage of the total work force will be made up of women. The conservative projection is that approximately 37 million women will be employed in 1980, which means that 37 per cent of all workers will be women. At the present time, the percentage is lower: more women will enter the labor force by 1980 than are presently counted in the labor force. By 1980, 43 per cent of the women in the United States will be employed. Compare this percentage with the 1950 figure of 33 per cent as shown in the Goldstein report. During certain

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chronological stages in the lives of women, more than 50 per cent of all women of the United States are in the labor force. The women forming this 50 per cent group are between the ages of 20 and 40. This trend indicates that, in making educational decisions, every girl in school should take into consideration the likelihood that she will be employed outside the home for an extended period of time in her life. Marriage does not preclude the possibility of extended periods of employment for women.

The study states that a total of 5,690,000 persons were estimated to be employed in 1968 in occupations classified as bookkeeping workers, electronic computer operating personnel, office machine operators, receptionists, stenographers, secretaries, and typists. The average annual openings (1968 - 1980) for these positions is projected to be a total of 434,000 per year. This study included the fact that for every 100 persons employed in the classification of typist there would be an average of nine openings annually for the position of typist, in the years 1968 - 1980.

WVIZ-TV, Channel 25 in cooperation with the Member School Systems of The Educational Television Association of Metropolitan Cleveland has developed a public service program entitled "Your Job, Your Future." The program has been developed to assist in meeting the demand to teach job application skills to young people. The program is specifically designed to be used in subject areas such as vocational arts, home economics, business, guidance and special classes.

1 "Your Job, Your Future -- Job Application Information," WVIZ-TV, in cooperation with The Member School Systems of The Educational Television Association of Metropolitan Cleveland, 1970.
In Canada the profiles of the working woman are changing and there is cognizance of the fact that for the first time in this century a two-phase working life cycle for women has emerged.\(^1\) This phenomenon has already been quite apparent in the United States for a decade, as indicated by Ostry in the Canadian labor study.\(^2\) In 1951, the participation of married women in the labor force was highest for women of 20-24 years of age and declined steadily thereafter. In 1961, the first phase of high activity in the labor force was in the early years, followed by a sharp decline until the middle thirties. The second phase showed a return to the labor force of many women who had previously worked outside the home. However, not all of the women who had worked outside the home returned to the ranks of the employed.

The fact that married women are returning to the labor force in greater numbers and at an earlier age means more women will be working longer than in previous decades. More women than ever before in history will be applying for positions in the labor force. Many will need training in successfully re-entering the job market. The middle-aged woman will need to find and maintain employment, particularly in the non-farm areas or urban centers.\(^3\) Women are re-entering at about the age of 35 years and seeking full-time, long-term employment.


\(^2\)Ibid.

\(^3\)Ibid.
The Manpower Planning and Development Commission studies done in 1967, 1968 and 1969 for the city of Cleveland, Ohio indicated that special manpower programs in the city had not measurably reduced the number of jobless disadvantaged people in the city of Cleveland. In 1971 a task force was established and charged with the responsibility to focus on the basic factors associated with employment and non-employment in entry-level (low skill) jobs in Cleveland. The task force decided upon a panel format of study, and in March 1971 the Report of the Task Force in Cleveland was published. The reasons for rejections at the hiring desk were outlined. Those applicants seeking entry-level jobs lacked basic learning skills, basic clerical skills, and job-seeking skills, did not prove to be reliable, and had medical deficiencies.

The lack of basic learning skills included deficiencies in reading, speaking, and elementary arithmetic. The lack of basic clerical skills included spelling, filing skills, typing skills, and clerical skills. The typing skill required varied, depending upon the size of the business firm doing the hiring. These requirements ranged from 35 w/m, error free, to 50 w/m, with one to three errors. The lack of orientation to the work world was referred to by such statements as: . . . not the best qualified persons, but the best qualified applicants get hired. It was difficult to interpret this and similar statements. The report

included comments such as the following:

... applicants ... lacked realistic knowledges about work world realities, ... did not understand basic requirements of a job ... did not relate to job disciplines ... regular attendance at work, shift assignments, appropriate dress, ... transportation facilities in the city, ... Applicants lacked knowledge about job-required skills. ... applied for jobs for which they had no skill ... were lacking in job-seeking techniques ... did not know how to fill out job application forms. ... lack personal cleanliness.

Most interviewers indicated that applicant appearance (beards and miniskirts) was unimportant and made specific reference to that fact. They stipulated that they were not concerned with these factors and did not consider them as detrimental factors to acceptable appearance. A contradiction might perhaps be detected at this point in the report. In the work world section, "appropriate" dress was considered a necessary qualification for employment. Thus, some definition of the term "appropriate" is necessary for clarification.

The study did not attempt to analyze the feelings of those applicants who had been denied employment after having been students in the programs. The study also did not specifically refer to physical attractiveness. The references made to "appearance" were not clear.

The report also included a recommendation relative to health. Most large and medium-sized companies require pre-employment physical examinations and these findings result in a significant percentage of entry-level job applicants being ruled out of positions due to factors such as: obesity, hernia, back disabilities, high blood pressure and poor eyesight that is not considered to be corrected with glasses. The

1Ibid., p. 8.
recommendation was to build into the program a planning division for health and medical services, that would be adequately funded.¹

The commission established a high-priority for the need to find a means to improve the employability of individuals through the existing educational institutions in the public domain. It reported:

Employers, understandably, want to minimize their risk by setting reasonable standards for selecting what appears to be the best qualified applicant. Applicants, on the other hand, need to know what the minimum standards are and how to present their qualifications to their best advantage.²

A doctoral research study concerning initial employment opportunities and requirements was conducted in 1953 by Packer.³ He classified twenty-four items as personal traits considered important to employment by selected business firms for the beginning office employee. Physical attractiveness was not listed although physical endurance was one of the items he considered in the classifications of personal traits.

The employers were asked to check the five most important items from the list of twenty-four items in the personal traits category. The five checked were: (1) accuracy, (2) ability to get along with others, (3) dependability, (4) acceptance of responsibility, and (5) willingness to learn. A maximum of one-half of the employers in the study had no

¹Ibid., p. 10.
²Ibid., p. 16.
standard rate of performance for selection of office employees (beginning typists and beginning stenographers). Accuracy with medium speed was the preferred standard of employment. Very few employers used the National Business Entrance Tests to aid in selection. There was no indication of how the employers determined if an applicant possessed the traits considered most important.

The role that attractiveness plays in hiring office employees was not determined in the study. The item classifications did include good grooming, personal appearance and personality, but there was nothing to equate these to attractiveness.¹

Tedesco did a study in which an analysis of in-company and out-of-company educational and training practices for clerical workers was made.² She reported that at a one-day conference the topics included telephone courtesy, bookkeeping and filing in addition to issues about women in business, an exchange of occupationally related concerns and ideas and a general discussion. An insurance firm personnel manager made a presentation at the conference. He described women in business and outlined their weaknesses and strengths. It was interesting to note that he elaborated on what their bosses liked and disliked in women. The content of the presentation was not included in this study. However, at the conclusion of the conference the participants answered

¹Ibid.
a questionnaire about the conference and were asked to make requests regarding topics for future institutes. A conference on good grooming was requested.

Travaglio found significant correlations between test scores, questionnaire items indicating self-concepts and interviewer ratings. Those applicants who scored high in tests, had high self-concepts, were likely to receive high ratings by the interviewer.

The president of Steelcraft Manufacturing Company, Mr. R. E. Levinson, suggests that a personnel manager judge whether the applicant is the correct person for a job by projecting himself into the thinking of the people with whom the applicant will work and asking the following questions:

1. How will our people respond to the new person?
2. How will the ingredients of his character and personality blend with the existing mix in the department?
3. Will he be comfortable in his association with the staff?
4. Will his fellow employees respect him and will he respect them?

In the educational field simulated materials were used for developing an instructor's guide to teach proficiencies in teacher selection. Bolton described the limitations of the simulated job interviews and in so doing made a reference to physical appearance:

All applicants are assumed to be at least minimally qualified, . . . to control the variability of the applicant group, all applicants are female, between 22 and 28 years old, and of acceptable appearance.

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(that is, none are to either extreme in terms of physical appearance). ¹

In a study conducted by LaDonne job requirements were investigated. ² Selected employers were asked to comment on the educational programs of the public senior high schools in Delaware County, Delaware. The comments were classified according to their similarities. The classifications resulted in a list of ten statements. Employers were asked to rank this list in order of importance with ten as most important and one as least important. Two statements were ranked as ten and two statements were ranked as seven. They are:

10 Teach pupils to be concerned about personal appearance
10 Teach pupils the art of self-expression
 7 Teach pupils to develop the use of common sense
 7 Teach pupils how to apply for a job properly and how to complete application forms. ³

High school principals were asked to rate the ability of the students in the areas of job application and completion of application forms. The principals were of the opinion that students were well trained in job application understandings (65 per cent) and had received average training in the techniques of job application


³ Ibid., p. 120.
In the category of properly completing application forms principals felt students were well trained (47.9 per cent) and that they had received average training in the matter (47.9 per cent).

The period of extensive testing of applicants in the personnel office is rapidly drawing to a close. Personnel executives recognize that some tests do not measure job requirements. Some tests cause applicant interest to become confused with applicant ability. Test questions may be answered to satisfy company expectations.

Research has improved recruiting techniques and procedures but little change has appeared in the routine questioning of the applicant. The employment applications used today are difficult to distinguish from those used over 50 years ago. The only deletions seem to be in those questions that were asked about smoking, drinking, or religion. Today suggestions are being made to incorporate the use of unstructured questions. These questions would tend to reveal pertinent personal facts about the employee that might not be disclosed during a routine interview. An unstructured question might be:

What special or personal fact should the company know about you?

The information obtained through unstructured questions had a high percentage of accuracy in a study at the Bulova Watch Company.

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1 Herbert M. Greenberg, "Judging the Job Applicant," The Office, LXXIV, No. 1, July, 1971, 41-42.


3 Ibid., p. 39.
Zanetti advised educators to relate the importance of the job application and the job interview to students in their respective classes. He asked the teachers to consider the job interview information from the point of view of an employer. Business and industry desire an employee-prospect that is interested in the job and in the organization. Interviewers consider whether the prospect has the attitude, skill and personality suited for the position. Personality was not defined.

Delamater referred to the personality traits of a secretary and included speech and appearance in these traits.

The term "attractive" was used in an article entitled "The Secretarial Route to Success." Junior executives seeking success in their corporations were warned to deal effectively with their secretary if they ever expected to reach the top of the executive ladder. A reference was made to the attractive secretary:

Above all, regardless of how attractive she is refrain from chasing your secretary around a desk. . . .

The secretary was considered to be one of the most important employees in the organization. The assumption was made that secretaries who are aware of company policies, politics, and gossip were usually in a


position to further the career of the young executive more that he might appreciate. Secretaries align their status with that held by their boss. They seek to enhance his image and thereby increase their own position in the caste system of the modern corporation. The attractive physical characteristics of the secretary should not deter the young executive. He was admonished to give priority to establishing professional rapport with the secretary to increase his own chances of success in the corporation.

Computers have been used to aid in the selection process. In a large and dynamic corporation a major responsibility of the personnel staff is to hold to a minimum the expenses incurred by extensive labor turnover. The results of a survey conducted in the Los Angeles area indicated the average cost of turnover of office personnel is about $1,139 per person. Personnel directors classify employees with less than one year of service as those who make up the rolls of labor turnover employees. Every attempt is made to eliminate the causes for employee terminations, voluntary or non-voluntary.

Berscheid and Walster have investigated physical attractiveness per se. These sociologists have conducted several studies that are important to this study. They were correct in their hypothesis that personal appearance would influence teachers' evaluations of a child's

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2 Ruch, p. 2.

intellectual potential, given a photograph and report card for an attractive child and an unattractive child. The information on the report cards was identical for each child. The teacher's prediction of possible success assumed that the attractive child was brighter. They also assumed that the attractive child had parents who were more interested in education. Even children showed tendencies to believe that the attractive ones among their peers were less likely to be anti-social. Attractive peers were assumed to be nicer children.

Whether or not attractive and unattractive children really do behave differently, their classmates think they do and they doubtless act accordingly. Physical attractiveness thus may become a major factor in the social development of the child. It could also affect his self-concept.  

Self-image is defined as the mental blueprint or picture that each person holds of himself, as a self-concept. The most important psychological discovery of this century is that of the concept of "self-image" according to Dr. Maxwell Maltz. His book, Psycho-Cybernetics, is relevant to this study. Self-image is made up of a series of unconscious happenings experienced by the individual. Each experience, success, failure, humiliation, triumph, acceptance, or rejection contributes to the beliefs that the individual forms about himself. Early childhood experiences are especially important in the formation of the self-image. Once an individual accepts an idea about himself,

1Ibid.


3Ibid.
its validity is not challenged even though it may be a false idea. The self-image is important because actions, feelings, behavior and abilities are consistent with self-image. However, self-images may be changed by the individual.¹

Berscheid and Walster indicated that it was formerly believed that appearance was only superficial and had little influence on an individual's life. They wrote:

Elliot Aronson has suggested that social scientists have avoided investigating the social impact of physical attractiveness for fear they might learn just how powerful it is...²

Berscheid and Walster included captions in their article that highlighted their writings. They were:

We're all of us sentenced to solitary confinement inside our own skins, for life.

Orpheus Descending

—Tennessee Williams

For all the talk about character and inner values, we assume the best about pretty people. And from grade school on, there's almost no dispute about who's beautiful.

Beauty has more impact than we suspected. Its influence may begin startlingly early.

Physical attractiveness may be the single most important factor in determining popularity among college-age adults.

The more attractive the woman had been in college, the less satisfied, the less happy, and the less well-adjusted she was 25 years later...³

¹Ibid., 2.


³Ibid.
In a study done by the authors and Dion, the researchers found that college students admitted they thought attractive people were likely to be more sensitive, kind, interesting, strong, poised, modest, sociable, outgoing, and exciting than those people considered less attractive.1

There is hostility to those handicapped. Two German psychologists, were sympathetic to the handicapped but had reactions of repulsion at the sight of a handicapped individual. The children disliked the slightly handicapped youngsters most. Healthy children tend to disregard the handicaps of others until the impairment interferes with normal play or activity. When the handicapped cannot keep up they are disliked. Ninety percent of those interviewed said they did not know how to approach handicapped individuals and were ignorant of the way one would associate with an afflicted individual.

A physically normal person's aversion to the handicapped is based on his unconscious fear of being struck by a similar fate. . . . As Jansen and Esser see it, the burden . . . is on the victim . . . to let others know how he would like to be treated and to shift attention away from his damaged body and toward the self inside . . . .

Cindy Walker, an amputee, wants to assist other amputees to "feel right about themselves again." She has been able to accomplish this and looks forward to setting up programs to assist Vietnam amputee casualties regain their perspectives "essentially for their

1Ibid.


3Ibid.
re-socialization back into the whole community." Today, in her position as cosmetic saleswoman Cindy believes she is helping "normal" girls feel better about themselves through cosmetics:

If a girl comes in and she doesn't feel right about herself, it's nice to be of help (with cosmetics) . . .

As a psychology major at Case Western Reserve, Cindy is working toward her long-range goals.

Students in the Dion study with little exception expected attractive persons would hold better jobs, be happier, be more successful in their lifetime and realize more fulfilling lives than those considered less attractive. 2

Despite the cliche, "Love at first sight," more times than not one has a second, third, or fourth opportunity to "look." However, in many instances of personal interaction, the first look is frequently the only opportunity for establishing an impression of a person.

"... time lessens the influence of our stereotyped images of beautiful persons. However, many of our interactions with other persons are once-only, or infrequent. We have limited exposure to job applicants, ... yet on the basis of initial impressions we make decisions that affect their lives. ... Our research indicates that physical attractiveness is a crucial standard by which we form our first impressions. 3

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1 Kathlin Fisher, "Amputees Learn to 'Feel Right' Again - Casting a Vote for Self-Confidence," The Plain Dealer, March 27, 1972, p. 2-C.


3 Ibid.
In each of the research studies done by these authors, as well as those conducted by Dion, photographs of individuals were taken from "relatively homogenous socio-economic samples, principally from the middle class." They excluded those persons considered to be exceptionally attractive and exceptionally unattractive, as well as those with physical impairments and eyeglasses. They concluded that if the full range of attractiveness had been included in the studies the results would have been "even more dramatic."\(^1\)

Raspberry comments in a recent article on the correlation of success and looks.

Perhaps the social scientists are just now discovering what some of us have taken to common knowledge: That how you look can have an awful lot to do with what kind of educational, economic and career opportunities you get....\(^2\)

**Summary**

The Civil Rights Act of 1964 prohibits discrimination against individuals on the basis of race, color, religion, sex, or national origin. The Act also requires employers to present evidence to justify policies and practices in the employment of individuals. Employment interviews, which are subjective in nature, must be validated as to job-relatedness, as must other employment testing procedures.

Personal bias and prejudice may exist on the part of interviewers in personnel offices, consciously or unconsciously. The biases held may have been formed at an early age. Models are being designed to

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\(^1\)Ibid., p. 8.

eliminate subjectivity from the employment interview.

Stereotyped impressions of individuals frequently are inaccurate. Self-images may have been established on the basis of information that may be incorrect but believed to be true by the individual. Recent efforts to change self-image have proven successful.

Self-confidence and poise can be stable and influencing factors in the rehabilitation of the handicapped who are often considered to be unattractive. Attractiveness itself may be a detriment to obtaining employment.

More women than ever before are entering, leaving, and re-entering the labor force. The findings of required medical examinations are paramount in employment selection. The standards used in these medical examinations are in question by medical researchers at the present time.

The studies and literature reviewed did not ascertain whether attractiveness was a measure of employability. The present study investigated the problem in relation to the recent legislation, because of the number of women in the labor force now and in the future, and in recognition of the role of business and office education in the cybernetics of living.
CHAPTER III

METHOD AND PROCEDURES

The purpose of this chapter is to describe the method and procedures followed in this study. The chapter is divided into five sections: (1) introduction; (2) selection of the population; (3) development of instruments, applicant selections, and videotape production; (4) data collection procedures; and (5) interpretation of data.

Introduction

The investigation utilized the descriptive-survey method (sociometric-videotape technique) of research. It is classified as survey as it examines existing conditions relative to the factor of physical attractiveness as a measure of employability by soliciting the views of selected personnel directors and business and office education teachers to determine answers to the following questions:

1. Do personnel directors, Cooperative Office Education teachers, and Intensive Office Education teachers in the city of Cleveland, Ohio, concur in their selection of an office worker based on first impressions?

2. Do personnel directors, Cooperative Office Education teachers and Intensive Office Education teachers in the city of Cleveland, Ohio, concur in their selection of an office worker based on a second opportunity to view the applicant and an examination of
the applicants' personal and academic credentials?

3. Do personnel directors, Cooperative Office Education teachers and Intensive Office Education teachers in the city of Cleveland, Ohio, concur in their selection of an office worker in their final decision to hire?

4. Do male personnel directors and female personnel directors in the city of Cleveland, Ohio, concur in their selection of an office worker in their final decision to hire?

5. To what extent do personnel directors, Cooperative Office Education teachers, and Intensive Office Education teachers, in the city of Cleveland, Ohio, indicate that:
   a. appearance is a measure of employability?
   b. physical characteristics are a measure of employability?

6. To what extent (by sex categories) do personnel directors, Cooperative Office Education teachers, and Intensive Office Education teachers in the city of Cleveland, Ohio, indicate that:
   a. appearance is a measure of employability?
   b. physical characteristics are a measure of employability?
Whitney writes that one meaning of survey is:

... an organized attempt to analyze, interpret, and report the present status of a social institution group or area. It deals with a cross-section of the present, of duration sufficient for examination—that is, present time, not the present moment. Its purpose is to get groups of classified, generalized, and interpreted data for the guidance of practice in the immediate future.

The research procedure is classified as descriptive because:

... the situation may be surveyed, tested out, and described interpretatively in terms of all obtainable facts about it and in particular with reference to norms.

These contributions were outlined by Jones. However, they are not complete for research in social science without considering the writings of Good.

... studying people in the social sciences differs from investigating things in the natural sciences, ... There are difficulties to be overcome, however, as we seek to develop procedures suitable for the social areas of inquiry.

In analyzing the literature, little information was found which could be classified as being derived from research, but a wealth of


2Ibid., pp. 154,160.


informative materials were available in current literature.
This lack of research information pointed out the need for an investigation to determine whether physical attractiveness is a measure of employability in the selection of an employee for an office position. It was recognized by the writer that it would not be possible to identify standards with which to compare present conditions, relative to employability in the realm of physical attractiveness, as found in this study. It would, however, be possible to contrast the data of the groups surveyed in the study for patterns of agreement, standardization, and disagreement.

The solution seemed consistent with the writings of Larrabee:

... physical sciences have constantly invented new methods of dealing with new sorts of data ... in the same manner, those who aim to be social scientists are entitled to invent their own ways of mastering their materials, and to challenge the skeptics to doubt the reliability of their results.1

Selection of the Population

The city of Cleveland, Ohio was selected as the urban location in which to conduct the study. Participants were chosen from two separate and distinct social institutions—business and education. Business was selected to represent employment, and education was selected to represent training for employment.

The selection of the participants from business and education is outlined below to assist in following the logical procedures in the selection of participants.

Representatives from Business

The representatives of the social institution of business were selected as follows:

1. Research associates at Ohio State University were requested to suggest candidates to form a jury of experts. The associates were advised that members of the jury would be asked to nominate twenty Cleveland corporations that they believed hired the greatest numbers of clerical workers. They were also advised that the personnel directors of these corporations would be asked to participate in the study. (Appendix B).

2. The research associates suggested the jury of experts be composed of the executive director of each of the following seven organizations:
   a. Administrative Management Society
   b. The Cleveland Board of Education
   c. Dyke College
   d. The Greater Cleveland Growth Association
   e. Kelley Services
   f. The National Secretaries Association
   g. The Ohio Bureau of Employment (Appendix C).

3. A telephone call was made to each of the executive directors mentioned above. They were asked to contribute a list of twenty corporations they believed hired the greatest numbers of clerical workers in the city of Cleveland. All seven directors agreed to contribute.

4. A letter confirming the telephone conversation was written to each executive director. (Appendix D). A reply form and a self-addressed, stamped envelope was enclosed. (Appendix E).

5. A record was made of the number of times a corporation was nominated by the jury members. The corporations that received three or more nominations were selected to participate in the study. Twenty corporations were selected. (Appendix F).
6. An appreciation letter was sent to all members of the jury of experts. (Appendix G).

7. A telephone call was made to an executive of each of the twenty corporations, listed in Appendix F, seeking the name of the executive responsible for employment, classified as personnel director or equivalent. The name, title, address, telephone number, and "best time to contact" were recorded.

8. A letter describing the study and requesting participation in the study was sent to the personnel director of each corporation listed in Appendix F. (Appendix H). A reply form was enclosed with each letter in addition to a stamped, self-addressed envelope. (Appendix I).

9. Twenty corporations were suggested by the jury of experts. Sixteen personnel directors agreed to participate in the study during the first week following the request. (Appendix J). The four personnel directors who did not respond during that time were called three times in the next twenty-one days and were asked to consider participation. At the end of four weeks a list of the corporations not participating in the study was composed. (Appendix K).

10. Three personnel directors who agreed to participate in the study requested permission to have more than one representative from their respective corporations participate in the study. The five permissions requested were granted.

11. The sixteen personnel directors who agreed to participate in the study, and the five personnel representatives who were granted permission to participate, comprised the total of twenty-one personnel directors who participated in the study. These personnel representatives constituted the social institution of business in the study.

Representatives from Education

Cleveland business and office education teachers were selected to represent the social institution of education. They taught twelfth-grade students who were enrolled in the Cooperative Office Education Programs or the Intensive Office Education Programs in the public secondary schools.

Mr. James Busher, City Supervisor, Business and Distributive
Education, Cleveland Public Schools, agreed to lend his cooperation to the study. He was asked for a roster of the COE and IOE teachers of Cleveland who taught in twelfth-grade programs. (Appendix L). The roster was received. (Appendix M). Mr. Busher made arrangements for these teachers to participate in the study during an annual in-service meeting which he conducted. The writer was granted permission to show the videotape to these teachers at the in-service meeting. For this permission an appreciation letter was sent to Mr. Busher. (Appendix N).

Development of Instruments, Applicant Selections, and Videotape Production

In this study, a visual medium--videotape--seemed to be the best method to portray the aspects of physical attractiveness. Television was employed, based on the premise that sight, combined with sound, would provide a desirable medium to present the physical characteristics as well as the abstract attributes of the individual applicants.

Instruments

The script for the television production was written with the assistance of three IOE teachers and three COE teachers from Columbus. Two personnel directors from Columbus, Ohio, and one personnel director from the suburbs of Cleveland contributed information that was pertinent to the writing of the video material. A national authority in personnel placement was consulted for information and advice on content for the videotape scripts for the applicants. (Appendix O).

The format and the credentials of the four applicants were designed. Each applicant was assigned a fictitious name. The details and information presented in the scripts for each applicant were similar
except for the skills of the individual and the factor of physical attractiveness. Each applicant was 18 years old, single, and living in the parental home. Each applicant had transportation available to her for getting to work and lived reasonably close to the place of employment. Also each had performed some office tasks as a civic responsibility; in addition to this each student had been a member of a business club in school. They all had good attendance records at school. Each applicant was given the opportunity to talk to the interviewer about her favorite activity. This portion of the script was not written for the applicant. Each applicant spoke extemporaneously about her own real interests. This was devised to permit the individuals to have an opportunity to display their resourcefulness.

The variables considered were attractiveness and skills. The applicants were assigned skill accomplishments in this manner:

<table>
<thead>
<tr>
<th>Name</th>
<th>Attractiveness</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doris Daley</td>
<td>Unattractive</td>
<td>Low Skills</td>
</tr>
<tr>
<td>Betty Baker</td>
<td>Attractive</td>
<td>High Skills</td>
</tr>
<tr>
<td>Alice Adams</td>
<td>Attractive</td>
<td>Low Skills</td>
</tr>
<tr>
<td>Carol Carter</td>
<td>Unattractive</td>
<td>High Skills</td>
</tr>
</tbody>
</table>

A photograph of the applicant was attached to the credential script of each applicant. (Appendix P). Copies of these credentials were distributed to each of the personnel directors and the business education teachers at the beginning of Segment 2 of the videotape presentation. The personnel directors and the business education teachers were advised that they would be permitted to review the credentials during Segment 2 and Segment 3 of the video presentation. They were also advised that they could use the credential forms to make notes regarding the applicants, during the filming, and they would be permitted to use these notes in determining their final evaluations.
The credentials of the four applicants were not made available to the participants during Segment 1 of the videotape presentation.

Selection of Applicants

The writer utilized the following procedures in selecting the population for the study.

1. Twelfth-grade business education students were selected from two high schools in a metropolitan area. Four students—two attractive and two unattractive—from this population were selected by judges to appear as applicants for a position, in the videotape production. The selection of the judges is described below.

2. The student population, the selected applicants, the high schools, and the judges remain anonymous in this study.

3. The twelfth-grade students in business education were enrolled in either a COE or an IOE program of instruction. In one high school the IOE and the COE programs had a population of thirty-three students. In the other high school the COE and the IOE programs had a population of twenty-nine students. The total population was sixty-two students.

It was from this total population of sixty-two students that four students—two attractive and two unattractive—were selected to appear as applicants for an office position in the videotape production. The following procedures were followed to select the applicants from the student population:

1. The four classes were designated as W, X, Y, and Z. Classrooms W and X were in one school and classrooms Y and Z were in the other.

2. Students were assigned a recognition number (1W-16W; 1X-17X; 1Y-15Y; and 1Z-14Z) to eliminate the use of personal names. (Appendix Q).

3. Seven judges were requested to participate in the selection of the four students to act as applicants in the video production. The seven judges included a school administrator, an office manager, a retired businesswoman, and the respective teachers of the four classes in the selected high schools. Names of the judges were not revealed.
4. The administrator selected the most attractive and the least attractive student in each of the four classes; the office manager selected the most attractive student and the least attractive student from the two classes in the first high school and the retired businesswoman did the same in the two classes of the second high school. The teachers were asked to select the most attractive and the least attractive student in their respective class. (Appendix R).

5. The judges selected twenty students: eleven were classified as attractive and nine students were classified as unattractive. It was possible for the judges to have selected a total of twenty-four different students—twelve attractive and twelve unattractive. (Appendix R).

6. Polaroid close-up photographs were taken of the selected students. The photographs were separated into two groups—attractive and unattractive. The photos of attractive students were assigned a number one-to-eleven. The photos of the unattractive students were assigned an alphabetic designation ranging from A-to-I. (Appendix S).

7. The photographs were shown to seven judges, (Appendix T). Four were personnel directors in suburban corporations and three were business education teachers employed in suburban schools. Each judge was asked to rank the two groups of photographs independently, selecting the most attractive person in each group as first and continuing on until all the photographs were ranked. The two photographs selected as first and second in the most attractive group and the two photographs ranked as last and next to last in the unattractive group represented the students chosen to participate in the videotape production. (Appendix U).

8. The two students selected as attractive were assigned to the scripts for Betty Baker and Alice Adams. The two students selected as unattractive were assigned to the scripts of Doris Daley and Carol Carter. This order was selected by chance—four names were placed in a bowl—the first name picked out of the bowl was determined to be the first applicant, and in like manner the other positions were determined.

9. Xerox copies were made of the photographs of each girl and attached to the script of each corresponding applicant and copies of these credentials were given to the personnel directors and teachers as they viewed the videotape.

Videotape Production

The following procedures were established to develop the videotape production:
1. The videotape was produced with the assistance of a technical crew.

2. A realistic employment office was established as the set for the production. The production sessions were held at two high schools to accommodate the schedules of the students.

3. Many of the students in each of the classes were filmed in the roles of the characters in the script but only those students selected by the judges were filmed on the same tape.

4. All students were instructed in the mechanics of the video equipment and the filming procedures. Practice sessions were held until the students felt at ease before the camera. The final film was not edited.

5. The videotape depicted four applicants in an employment office. The applicants were applying for a position as clerk-typist and were interviewed by the personnel director.

6. The videotape was divided into three segments. In the first each applicant was seen entering the office and presenting the completed application form to the interviewer. The segment was labeled "walking."

7. The second segment depicts the interviewer as he reads the credentials of the applicant aloud for verification from the applicant. The segment was labeled "listening." (Appendix V).

8. The final segment depicts the applicant speaking for the first time, and responding to the questions of the interviewer. This segment was labeled "talking." (Appendix W).

9. In the final segment students were able to speak extemporaneously because they were not given a prepared script for this portion of the production.

10. The videotape was shown to two personnel directors employed in the suburbs of Cleveland. They approved the production and agreed the film depicted typical entry-level applicants. They completed the response forms during the pilot test and suggested revisions for instrument improvement. (Appendix X).

Data Collection Procedures

The following procedures were established to accumulate the data of the study:
1. Two group-appointment dates were established to show the videotape to the personnel directors. Those who could not attend either showing viewed the film in their office at a time convenient to their schedules.

2. The business education teachers viewed the film at the pre-arranged in-service meetings. Three meetings were held and all teachers who participated in this study attended one of these three meetings.

3. All personnel directors and business education teachers viewed the film within a ten-day period.


5. Each personnel director completed a vita and response forms. (Appendix Z).


7. Data sheets were filed alphabetically and a list was made of all the participants in the study.

8. Vita sheets were used to compile data regarding the participants. The names of the participants were not revealed.

9. The response forms were divided into three segments. The participants recorded their selections on the appropriate pages of the response forms. A summary sheet was provided. Participants kept carbon copy of the Summary.

10. Participants were given five minutes to record their selections.

Interpretation of Data

The data were subjected to analysis, tabulations and summarizations for use in the analytical phase of the presentation of the material. Tables were prepared to facilitate interpretation of information. Case studies were included in the study to give recognition of complete responses made by the participants. (Appendix BB).
CHAPTER IV

ANALYSIS OF DATA

The data were analyzed in relation to the three groups of participants: personnel directors, COE teachers and IOE teachers. The vita of the three groups of participants were included to point out their ages and years of professional experience. The organization of the presentation of the findings was based on the six questions posed in the study.

Selection of the Population

Twenty corporations were selected by the jury of experts to participate in the study and executives from sixteen (80%) consented to participate. Twenty-one personnel directors represented the sixteen corporations.

Twenty-four IOE and COE teachers were selected to participate in the study and twenty-one (88%) consented to participate.

Vita of Participants

There were twenty-one personnel director participants, eight male and thirteen female. Of the twenty-one teacher participants, eleven were COE teachers and ten were IOE teachers. There were fourteen personnel directors (67%) and fourteen COE teachers and IOE teachers (67%) under the age of thirty-nine years. (Appendix CC).

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The professional experience records of the personnel directors and the COE and IOE teachers revealed that thirteen directors (62%)—nine female and four male—had worked less than five years in the personnel field. Six educators (29%)—one COE and five IOE—(all female), had taught less than five years. (Appendix DD). Eighteen personnel directors (86%)—eleven female and seven male—had been in their present positions less than five years. Thirteen teachers (62%)—five COE (four female, one male) and eight IOE (seven female and one male)—had been in their present positions five years or less.

The COE teachers had an average of 5.5 years of office experience in addition to their teaching experience and the IOE teachers had 4.1 years. (Appendix EE).

All of the teachers taught in schools with 1,000 or more students. One personnel director (female) worked for a company employing 100 to 500 employees; six personnel directors (three male and three female) worked for companies employing 500 to 1,000 employees; and the remaining fourteen personnel directors (nine female and five male) were employed by companies with more than 1,000 employees.

**Videotape Presentation—Walking (First Impression)**

**Segment 1**

To answer the question of whether personnel directors, COE teachers and IOE teachers in the city of Cleveland, Ohio, concurred in their selection of an office worker based on first impressions, they were asked to rank the applicants in preference for employment after viewing Segment 1 (Walking) of the videotape.
Personnel Directors (N21)

In Segment 1, the personnel directors ranked the applicants in preference for employment. (TABLE 1).

<table>
<thead>
<tr>
<th>Applicant</th>
<th>Preference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First</td>
</tr>
<tr>
<td>Doris Daley</td>
<td></td>
</tr>
<tr>
<td>unatractive-low skill</td>
<td>0</td>
</tr>
<tr>
<td>Betty Baker</td>
<td>16 (76%)</td>
</tr>
<tr>
<td>attractive-low skill</td>
<td></td>
</tr>
<tr>
<td>Alice Adams</td>
<td></td>
</tr>
<tr>
<td>attractive-high skill</td>
<td>5 (24%)</td>
</tr>
<tr>
<td>Carol Carter</td>
<td></td>
</tr>
<tr>
<td>unatractive-high skill</td>
<td>0</td>
</tr>
</tbody>
</table>

This ranking coincided with the order the judges arrived at in selecting the applicants for attractiveness.
COE Teachers (N11)

In Segment 1, the COE teachers ranked the applicants in preference for employment. (TABLE 2).

TABLE 2

PREFERENCE OF APPLICANTS BY COE TEACHERS (N11)
WALKING (FIRST IMPRESSION)
SEGMENT 1

<table>
<thead>
<tr>
<th>Applicant</th>
<th>Preference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First</td>
</tr>
<tr>
<td>Doris Daley</td>
<td>1 (9%)</td>
</tr>
<tr>
<td>attractive-low skill</td>
<td></td>
</tr>
<tr>
<td>Betty Baker</td>
<td>9 (82%)</td>
</tr>
<tr>
<td>attractive-low skill</td>
<td></td>
</tr>
<tr>
<td>Alice Adams</td>
<td>1 (9%)</td>
</tr>
<tr>
<td>attractive-high skill</td>
<td></td>
</tr>
<tr>
<td>Carol Carter</td>
<td>0</td>
</tr>
<tr>
<td>unattractive-high skill</td>
<td></td>
</tr>
</tbody>
</table>

This ranking coincided with the order the judges arrived at in selecting the applicants for attractiveness.
IOE Teachers (10)

In Segment 1, the IOE teachers ranked the applicants in preference for employment. (TABLE 3).

TABLE 3

PREFERENCE OF APPLICANTS BY IOE TEACHERS (N10)
WALKING (FIRST IMPRESSION)
SEGMENT 1

<table>
<thead>
<tr>
<th>Applicant</th>
<th>Preference</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First</td>
<td>Second</td>
<td>Third</td>
<td>Fourth</td>
</tr>
<tr>
<td>Doris Daley</td>
<td>1 (10%)</td>
<td>1 (10%)</td>
<td>0</td>
<td>8 (80%)</td>
</tr>
<tr>
<td>unattractive-low skill</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Betty Baker</td>
<td>7 (70%)</td>
<td>2 (20%)</td>
<td>1 (10%)</td>
<td>0</td>
</tr>
<tr>
<td>attractive-low skill</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alice Adams</td>
<td>1 (10%)</td>
<td>5 (50%)</td>
<td>4 (40%)</td>
<td>0</td>
</tr>
<tr>
<td>attractive-high skill</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carol Carter</td>
<td>1 (10%)</td>
<td>2 (20%)</td>
<td>5 (50%)</td>
<td>2 (20%)</td>
</tr>
<tr>
<td>unattractive-high skill</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This ranking coincided with the order the judges arrived at in selecting the applicants for attractiveness.

As the data indicate (TABLES 1, 2, 3), sixteen of the twenty-one personnel directors (76%), nine of the eleven COE teachers (82%), seven of the ten IOE teachers (70%) concurred in hiring Betty Baker (attractive-low skill) on first impressions when skill-level particulars were not revealed in the videotape.
Five of the personnel directors (24%), one of the COE teachers (9%), and one of the IOE teachers (10%) selected Alice Adams, the other attractive girl in the group. The data show, then, that 100 per cent of the personnel directors, 91 per cent of the COE teachers, 80 per cent of the IOE teachers concurred in their selection of an attractive applicant on first impressions.

Summary of Findings for Segment 1, Walking, for Personnel Directors, Cooperative Office Education teachers and Intensive Office Education teachers

An examination of the findings revealed that the three groups of participants selected the most attractive applicant, as determined by the judges, as the preferred applicant for the position on the basis of first impressions. A summary of these findings is presented:

1. Seventy-six per cent of the personnel directors selected applicant Betty Baker (attractive-low skill) as the applicant they would hire after viewing Segment 1, Walking.

2. Sixty-nine per cent of the female personnel directors selected applicant Betty Baker (attractive-low skill) as the applicant they would hire after viewing Segment 1, Walking.

3. Eighty-seven per cent of the male personnel directors selected applicant Betty Baker (attractive-low skill) as the applicant they would hire after viewing Segment 1, Walking.

4. Eighty-two per cent of the Cooperative Office Education teachers selected applicant Betty Baker (attractive-low skill) as the applicant they would hire after viewing Segment 1, Walking.

5. Sixty per cent of the female Cooperative Office Education
teachers selected applicant Betty Baker (attractive-low skill) as the applicant they would hire after viewing Segment 1, Walking.

6. One hundred per cent of the male Cooperative Office Education teachers selected applicant Betty Baker (attractive-low skill) as the applicant they would hire after viewing Segment 1, Walking.

7. Seventy per cent of the Intensive Office Education teachers selected applicant Betty Baker (attractive-low skill) as the applicant they would hire after viewing Segment 1, Walking.

8. Sixty-four per cent of the female Intensive Office Education teachers selected applicant Betty Baker (attractive-low skill) as the applicant they would hire after viewing Segment 1, Walking.

9. One hundred per cent of the male Intensive Office Education teachers selected applicant Betty Baker (attractive-low skill) as the applicant they would hire after viewing Segment 1, Walking.
Videotape Presentation - Listening (Credential Review)

Segment 2

To answer the question (2) of whether personnel directors, Cooperative Office Education teachers, and Intensive Office Education teachers in the city of Cleveland, Ohio, concur in their selection of an office worker based on a second opportunity to view the applicant and an examination of the applicants' personal and academic data, the participants were asked to rank the applicants in preference for employment after viewing Segment 2 (Listening) of the videotape.

Personnel Directors (N21)

In Segment 2, the personnel directors ranked the applicants in preference for employment. (TABLE 4).

<table>
<thead>
<tr>
<th>Applicant</th>
<th>Preference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First</td>
</tr>
<tr>
<td>Doris Daley</td>
<td>0</td>
</tr>
<tr>
<td>unattractive-low skill</td>
<td></td>
</tr>
<tr>
<td>Betty Baker</td>
<td>1 (5%)</td>
</tr>
<tr>
<td>attractive-high skill</td>
<td></td>
</tr>
<tr>
<td>Alice Adams</td>
<td>12 (57%)</td>
</tr>
<tr>
<td>attractive-high skill</td>
<td></td>
</tr>
<tr>
<td>Carol Carter</td>
<td>8 (38%)</td>
</tr>
<tr>
<td>unattractive-high skill</td>
<td></td>
</tr>
</tbody>
</table>

TABLE 4

PREFERENCE OF APPLICANTS BY PERSONNEL DIRECTORS (N21)
LISTENING (CREDENTIAL REVIEW)
SEGMENT 2
COE Teachers (N11)

In Segment 2, the COE teachers ranked the applicants in preference for employment. (TABLE 5).

TABLE 5
PREFERENCE OF APPLICANTS BY COE TEACHERS (N11)
LISTENING (CREDENTIAL REVIEW)
SEGMENT 2

<table>
<thead>
<tr>
<th>Applicant</th>
<th>Preference</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First</td>
<td>Second</td>
<td>Third</td>
<td>Fourth</td>
</tr>
<tr>
<td>Doris Daley</td>
<td>1 (9%)</td>
<td>0</td>
<td>1 (9%)</td>
<td>9 (81%)</td>
</tr>
<tr>
<td>unattractive-low skill</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Betty Baker</td>
<td>1 (9%)</td>
<td>1 (9%)</td>
<td>8 (72%)</td>
<td>1 (9%)</td>
</tr>
<tr>
<td>attractive-low skill</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alice Adams</td>
<td>4 (36%)</td>
<td>6 (54%)</td>
<td>0</td>
<td>1 (9%)</td>
</tr>
<tr>
<td>attractive-high skill</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Carol Carter</td>
<td>5 (46%)</td>
<td>4 (36%)</td>
<td>2 (18%)</td>
<td>0</td>
</tr>
<tr>
<td>unattractive-high skill</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IOE Teachers (N 10)

In Segment 2, the IOE teachers ranked the applicants in preference for employment. (TABLE 6).

TABLE 6
PREFERENCE OF APPLICANTS BY IOE TEACHERS (N10)
LISTENING (CREDENTIAL REVIEW)
SEGMENT 2

<table>
<thead>
<tr>
<th>Applicant</th>
<th>Preference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First</td>
</tr>
<tr>
<td>Doris Daley</td>
<td>1 (10%)</td>
</tr>
<tr>
<td>Unattractive-low skill</td>
<td>2 (20%)</td>
</tr>
<tr>
<td>Betty Baker</td>
<td>3 (30%)</td>
</tr>
<tr>
<td>Attractive-high skill</td>
<td>4 (40%)</td>
</tr>
<tr>
<td>Alice Adams</td>
<td></td>
</tr>
<tr>
<td>Attractive-high skill</td>
<td></td>
</tr>
<tr>
<td>Carol Carter</td>
<td></td>
</tr>
<tr>
<td>Unattractive-high skill</td>
<td></td>
</tr>
</tbody>
</table>

As the data indicate (TABLES 4, 5, 6) twelve of the twenty-one personnel directors (57%) preferred Alice Adams (attractive-high skill), as the applicant to hire, whereas five of the eleven COE teachers (46%), and four of the ten IOE teachers (40%) preferred Carol Carter (unattractive-high skill), after viewing the applicants for the second time and listening to the interviewer review their personal and academic credentials.

Twenty of the personnel directors (95%), nine of the COE teachers
(82%) and seven of the IOE teachers (70%) concurred in the selection of a high skill applicant on viewing the applicants for the second time and listening to a review of their academic and personal credentials.

Summary of Findings for Segment 2, Listening, for Personnel Directors, Cooperative Office Education Teachers and Intensive Office Education Teachers

An examination of the findings revealed that the Cooperative Office Education teachers and the Intensive Office Education teachers selected Carol Carter (unattractive-high skill) as the applicant preferred for the position. The personnel directors selected Alice Adams (attractive-high skill) as the applicant preferred for the position. These selections were made on the basis of first impressions and a review of the credentials of the applicants as shown in Segment 1 and Segment 2 of the videotape. A summary of these findings is presented:

1. Fifty-seven per cent of the personnel directors selected Alice Adams (attractive-high skill) as the applicant they would hire after viewing Segment 2, Listening.

2. Sixty-nine per cent of the female personnel directors selected applicant Alice Adams (attractive-high skill) as the applicant they would hire after viewing Segment 2, Listening.

3. Fifty per cent of the male personnel directors selected Carol Carter (unattractive-high skill) as the applicant they would hire after viewing Segment 2, Listening.

4. Forty-six per cent of the Cooperative Office Education teachers selected applicant Carol Carter (unattractive-high skill) as
the applicant they would hire after viewing Segment 2, Listening.

5. Sixty per cent of the female Cooperative Office Education teachers selected applicant Carol Carter (unattractive-high skill) as the applicant they would hire after viewing Segment 2, Listening.

6. Thirty-three per cent of the male Cooperative Office Education teachers selected applicant Alice Adams (unattractive-high skill) as the applicant preferred for the position after viewing Segment 2, Listening.

7. Forty per cent of the Intensive Office Education teachers selected applicant Carol Carter (unattractive-high skill) as the applicant they would hire after viewing Segment 2, Listening.

8. Fifty per cent of the female Intensive Office Education teachers selected applicant Carol Carter (unattractive-high skill) as the applicant they would hire after viewing Segment 2, Listening.

9. Fifty per cent of the male Intensive Office Education teachers selected applicant Alice Adams (attractive-high skill) and fifty per cent selected applicant Carol Carter (unattractive-high skill) as the applicant preferred for the position after viewing Segment 2, Listening.
**Videotape Presentation--Talking (Final-Decision-To-Hire)**

*Segment 3*

To answer the question (3) do personnel directors, COE teachers and IOE teachers in the city of Cleveland, Ohio, concur in their selection of an office worker in their final decision to hire, the participants were asked to rank the applicants in preference for employment after viewing Segment 2 (Talking) of the videotape.

**Personnel Directors (N21)**

In Segment 3, the personnel directors ranked the applicants in preference for employment. (TABLE 7)

**TABLE 7**

**PREFERENCE OF APPLICANTS BY PERSONNEL DIRECTORS (N21)**

**TALKING (FINAL DECISION TO HIRE)**

**SEGMENT 3**

<table>
<thead>
<tr>
<th>Applicant</th>
<th>Preference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First</td>
</tr>
<tr>
<td>Doris Daley</td>
<td>2 (9%)</td>
</tr>
<tr>
<td>Betty Baker</td>
<td>0</td>
</tr>
<tr>
<td>Alice Adams</td>
<td>14 (67%)</td>
</tr>
<tr>
<td>Carol Carter</td>
<td>5 (24%)</td>
</tr>
</tbody>
</table>
In Segment 3, the COE teachers ranked the applicants in preference for employment. (TABLE 8).

### TABLE 8
PREFERENCE OF APPLICANTS BY COE TEACHERS (N=11)
TALKING (FINAL DECISION TO HIRE)
SEGMENT 3

<table>
<thead>
<tr>
<th>Applicant</th>
<th>Preference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First</td>
</tr>
<tr>
<td>Doris Daley</td>
<td>0</td>
</tr>
<tr>
<td><em>unattractive-low skill</em></td>
<td></td>
</tr>
<tr>
<td>Betty Baker</td>
<td>1 (9%)</td>
</tr>
<tr>
<td><em>attractive-low skill</em></td>
<td></td>
</tr>
<tr>
<td>Alice Adams</td>
<td>5 (45%)</td>
</tr>
<tr>
<td><em>attractive-high skill</em></td>
<td></td>
</tr>
<tr>
<td>Carol Carter</td>
<td>5 (45%)</td>
</tr>
<tr>
<td><em>unattractive-high skill</em></td>
<td></td>
</tr>
</tbody>
</table>
IOE Teachers (N10)

In Segment 3, the IOE teachers ranked the applicants in preference for employment. (TABLE 9).

TABLE 9

PREFERENCE OF APPLICANTS BY IOE TEACHERS (N10)
TALKING (FINAL DECISION TO HIRE)
SEGMENT 3

<table>
<thead>
<tr>
<th>Applicant</th>
<th>Preference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First</td>
</tr>
<tr>
<td>Doris Daley</td>
<td></td>
</tr>
<tr>
<td>unattractive-low skill</td>
<td>1 (10%)</td>
</tr>
<tr>
<td>Betty Baker</td>
<td></td>
</tr>
<tr>
<td>attractive-low skill</td>
<td>2 (20%)</td>
</tr>
<tr>
<td>Alice Adams</td>
<td></td>
</tr>
<tr>
<td>attractive-high skill</td>
<td>5 (50%)</td>
</tr>
<tr>
<td>Carol Carter</td>
<td></td>
</tr>
<tr>
<td>unattractive-high skill</td>
<td>2 (20%)</td>
</tr>
</tbody>
</table>

As the data indicate (Table 7) fourteen of the twenty-one personnel directors (67%), five of the COE teachers (45%) and five of the IOE teachers (50%) concurred in the selection of Alice Adams (attractive-high skill) as the applicant to hire in their final decision whereas another five of the COE teachers (45%) preferred to hire Carol Carter (unattractive-high skill), after viewing Talking--Final Decision To Hire--segment of the videotape.
Five of the personnel directors (24%), and two of the IOE teachers (20%) preferred to hire the other high-skill applicant, Carol Carter. The data show, then, that 91 per cent of the personnel directors, 90 per cent of the COE teachers and 70 per cent of the IOE teachers concurred in their selection of a high-skilled applicant. (TABLES 7, 8, 9).

Male and Female Personnel Director Selections
Segment 3

In answer to question (4) do male and female personnel directors, in the city of Cleveland, Ohio, concur in their final decision to hire an applicant, they were asked to rank the applicants in preference for employment after viewing Segment 3 (Talking) of the videotape.

<table>
<thead>
<tr>
<th>Applicant</th>
<th>Preference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First</td>
</tr>
<tr>
<td>Doris Daley</td>
<td>1 (12%)</td>
</tr>
<tr>
<td>unattractive-low skill</td>
<td></td>
</tr>
<tr>
<td>Betty Baker</td>
<td>0</td>
</tr>
<tr>
<td>attractive-low skill</td>
<td></td>
</tr>
<tr>
<td>Alice Adams</td>
<td>4 (50%)</td>
</tr>
<tr>
<td>attractive-high skill</td>
<td></td>
</tr>
<tr>
<td>Carol Carter</td>
<td>3 (37%)</td>
</tr>
<tr>
<td>unattractive-high skill</td>
<td></td>
</tr>
</tbody>
</table>
TABLE 11
PREFERENCE OF APPLICANTS BY FEMALE PERSONNEL DIRECTORS (N13)
TALKING (FINAL DECISION TO HIRE)
SEGMENT 3

<table>
<thead>
<tr>
<th>Applicant</th>
<th>Preference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First</td>
</tr>
<tr>
<td>------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Doris Daley</td>
<td>1 (7%)</td>
</tr>
<tr>
<td>unattractive-low</td>
<td></td>
</tr>
<tr>
<td>skill</td>
<td></td>
</tr>
<tr>
<td>Betty Baker</td>
<td>0</td>
</tr>
<tr>
<td>attractive-low</td>
<td></td>
</tr>
<tr>
<td>skill</td>
<td></td>
</tr>
<tr>
<td>Alice Adams</td>
<td>10 (78%)</td>
</tr>
<tr>
<td>attractive-high</td>
<td></td>
</tr>
<tr>
<td>skill</td>
<td></td>
</tr>
<tr>
<td>Carol Carter</td>
<td>2 (15%)</td>
</tr>
<tr>
<td>unattractive-high</td>
<td></td>
</tr>
<tr>
<td>skill</td>
<td></td>
</tr>
</tbody>
</table>

As the data indicate, (TABLES 10, 11), four of the eight male personnel directors (50%) and ten of the female personnel directors (78%) concurred in hiring Alice Adams (attractive-high skill). Three of the male personnel directors (37%) and two of the female personnel directors (15%) concurred in the hiring of Carol Carter (unattractive-high skill). The data show, then, that 87 per cent of the male personnel directors, and 93 per cent of the female personnel directors concurred in their selection of a high skill applicant in their final decision to hire after viewing the Talking segment of the videotape.
Summary of Findings for Segment 3, Talking, for Personnel Directors, Cooperative Office Education Teachers and Intensive Office Education Teachers

An examination of the findings revealed that the Personnel Directors and the Intensive Office Education teachers selected Alice Adams (attractive-high skill) as the applicant preferred for the position.

The Cooperative Office Education teachers selected applicant Alice Adams (attractive-high skill) and applicant Carol Carter (unattractive-high skill). These selections were made on the basis of first impression, a review of the credentials of the applicants, and on the oral communications of the applicants as shown in Segment 1, 2, and 3 of the videotape. A summary of these findings is presented:

1. Sixty-seven per cent of the personnel directors selected applicant Alice Adams (attractive-high skill) as the applicant they would hire after viewing Segment 3, Talking.

2. Seventy-eight per cent of the female personnel directors selected applicant Alice Adams (attractive-high skill) as the applicant they would hire after viewing Segment 3, Talking.

3. Fifty per cent of the male personnel directors selected applicant Alice Adams (attractive-high skill) as the applicant they would hire after viewing Segment 3, Talking.

4. Forty-five per cent of the Cooperative Office Education teachers selected applicant Alice Adams (attractive-high skill) forty-five per cent selected Carol Carter (unattractive-high skill) as the applicant preferred for the position after viewing Segment 3, Talking.
5. Eight per cent of the female Cooperative Office Education teachers selected applicant Carol Carter (unattractive-high skill) as the applicant they would hire after viewing Segment 3, Talking.

6. Sixty-eight per cent of the male Cooperative Office Education teachers selected applicant Alice Adams (attractive-high skill) as the applicant they would hire after viewing Segment 3, Talking.

7. Fifty per cent of the Intensive Office Education teachers selected applicant Alice Adams (attractive-high skill) as the applicant they would hire after viewing Segment 3, Talking.

8. Fifty per cent of the female Intensive Office Education teachers selected applicant Alice Adams (attractive-high skill) as the applicant they would hire after viewing Segment 3, Talking.

9. Fifty per cent of the male Intensive Office Education teachers selected applicant Alice Adams (attractive-high skill) and fifty per cent selected applicant Carol Carter (unattractive-high skill) as the applicant preferred for the position after viewing Segment 3, Talking.
Indications of Attractiveness

To answer the question (5) to what extent personnel directors, COE teachers, and IOE teachers, in the city of Cleveland, Ohio indicate that appearance and/or physical characteristics are measures of employability the participants were asked to provide their reasons for their selections of an applicant in Segments 1, 2, and 3. (TABLE 12).

A total of 1,095 separate comments were made by the forty-two participants about the four applicants in all three segments of the videotape presentation. Of these 614 comments were made by the personnel directors, 263 by the COE teachers, and 218 by the IOE teachers. A further breakdown of the data revealed that of the 614 comments made by the twenty-one personnel directors, 243 were made by the eight males and 371 were made by the thirteen females. Of the 263 comments made by the eleven COE teachers, 144 were made by the six males and 119 were made by the five females. Of the 218 made by the ten IOE teachers, 46 were made by the two males and 172 were made by the eight females.

The comments made by the participants were classified into four categories: appearance, physical characteristics, office skills and other. In this portion of the study the comments included in the category "office skills" were those made about an applicant's typing skill, filing skill, office machine skill, interview skill, school records, self-confidence, poise or office presence. Comments included in the category labeled "other" were made about an applicant's attitude, homelife, leisure activities, personality, mannerisms, and motivation.
<table>
<thead>
<tr>
<th>Participant</th>
<th>Appearance</th>
<th>Phys. Char.</th>
<th>Office Skills</th>
<th>Other</th>
<th>Total</th>
<th>Combined Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># %</td>
<td># %</td>
<td># %</td>
<td># %</td>
<td># %</td>
<td># %</td>
</tr>
<tr>
<td>Personnel Directors</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male (N8)</td>
<td>39 (16%)</td>
<td>26 (11%)</td>
<td>96 (40%)</td>
<td>82 (33%)</td>
<td>243 (39%)</td>
<td></td>
</tr>
<tr>
<td>Female (N13)</td>
<td>69 (19%)</td>
<td>79 (21%)</td>
<td>140 (33%)</td>
<td>83 (22%)</td>
<td>371 (61%)</td>
<td></td>
</tr>
<tr>
<td>Total (N21)</td>
<td>108 (18%)</td>
<td>105 (17%)</td>
<td>236 (38%)</td>
<td>165 (27%)</td>
<td>614 (100%)</td>
<td></td>
</tr>
<tr>
<td>COE Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male (N6)</td>
<td>23 (16%)</td>
<td>27 (19%)</td>
<td>72 (50%)</td>
<td>22 (15%)</td>
<td>144 (54%)</td>
<td></td>
</tr>
<tr>
<td>Female (N5)</td>
<td>10 (9%)</td>
<td>23 (19%)</td>
<td>50 (42%)</td>
<td>36 (30%)</td>
<td>119 (46%)</td>
<td></td>
</tr>
<tr>
<td>Total (N11)</td>
<td>33 (13%)</td>
<td>50 (19%)</td>
<td>122 (46%)</td>
<td>58 (22%)</td>
<td>263 (100%)</td>
<td></td>
</tr>
<tr>
<td>IOE Teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male (N2)</td>
<td>7 (15%)</td>
<td>3 (7%)</td>
<td>18 (39%)</td>
<td>18 (39%)</td>
<td>46 (21%)</td>
<td></td>
</tr>
<tr>
<td>Female (N8)</td>
<td>41 (24%)</td>
<td>9 (5%)</td>
<td>66 (38%)</td>
<td>56 (33%)</td>
<td>172 (79%)</td>
<td></td>
</tr>
<tr>
<td>Total (N10)</td>
<td>48 (22%)</td>
<td>12 (5%)</td>
<td>84 (39%)</td>
<td>74 (34%)</td>
<td>218 (100%)</td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>189 (17%)</td>
<td>167 (15%)</td>
<td>442 (41%)</td>
<td>297 (27%)</td>
<td>1095 (100%)</td>
<td></td>
</tr>
</tbody>
</table>

TABLE 12

NUMBER OF COMMENTS INDICATED ABOUT APPLICANTS IN SEGMENT 1, 2, and 3
BY PERSONNEL DIRECTORS, COE TEACHERS, AND IOE TEACHERS
Personnel Directors

The twenty-one personnel directors made 614 comments about the four applicants. Of these, 108 (18%) were about applicant's appearance; 105 (17%) were about physical characteristics; 236 (38%) were about office skills; and 165 (27%) were included in the category "other." The results of these findings show, then, that the personnel directors made mention of an applicant's appearance and/or physical characteristics 35 per cent of the time.

COE Teachers

The eleven COE teachers made 263 comments about the four applicants. Of these, 33 (12%) were about an applicant's appearance; 50 (19%) were about physical characteristics; 122 (48%) were about office skills; and 58 (22%) were included in the category "Other."

The results of these findings show, then, that the COE teachers made mention of an applicant's appearance and/or physical characteristics 31 per cent of the time.

IOE Teachers

The ten IOE teachers made 218 comments about the four applicants. Of these, 48 (22%) were about an applicant's appearance; 12 (5%) were about physical characteristics; 84 (39%) were about office skills; and 74 (33%) were included in the category "Other." The results of these findings, show, then, that the IOE teachers made mention of an applicant's appearance and/or physical characteristics 27 per cent of the time.
Male and Female Personnel Directors

To answer question (6) of to what extent male and female personnel directors in the city of Cleveland, Ohio, indicate that appearance and/or physical characteristics are measures of employability, the reasons provided by these participants were examined.

There were eight male and thirteen female personnel directors. The eight male personnel directors made 243 comments; of these, 39 were about an applicant's appearance, 26 were about physical characteristics, 96 were about office skills, and 82 referred to those items included under "Other."

The thirteen female personnel directors made 371 comments; of these, 69 were about an applicant's appearance, 79 were about physical characteristics, 140 were about office skills, and 83 referred to those items included under "Other."

The results of these findings show, then, that the male personnel directors made mention of an applicant's appearance and/or physical characteristics 27 per cent of the time; and the female personnel directors, 40 per cent of the time. (TABLE 12).

Male and Female COE Teachers

To answer question (6) to what extent male and female COE teachers in the city of Cleveland, Ohio, indicate that appearance and/or physical characteristics are measures of employability, the reasons provided by these participants were examined.

There were six male and five female COE teachers. The six male COE teachers made 144 comments; of these, 23 (16%) were about an.
applicant's appearance, 27 (17%) were about physical characteristics, 72 (50%) were about office skills, and 22 (15%) referred to those items included under "Other."

The five female COE teachers made 119 comments; of these, 10 (8%) were about an applicant's appearance, 23 (19%) were about physical characteristics, 50 (43%) were about office skills, and 36 (30%) referred to those items included under "Other."

The results of these findings show, then, that the male COE teachers made mention of an applicant's appearance and/or physical characteristics 33 per cent of the time; and the female COE teachers, 27 per cent of the time. (TABLE 12).

Male and Female IOE Teachers

To answer the question (6) to what extent male and female IOE teachers in the city of Cleveland, Ohio, indicate that appearance and/or physical characteristics are measures of employability, the reasons provided by these participants were examined.

There were two male and eight female IOE teachers. The two male IOE teachers made 46 comments; of these, 7 (15%) were about an applicant's appearance, 3 (7%) were about physical characteristics, 18 (39%) were about office skills, and 18 (39%) referred to those items included under "Other."

The eight female IOE teachers made 172 comments; of these 41 (24%) were about an applicant's appearance, 9 (5%) were about physical characteristics, 66 (39%) were about office skills, and 56 (32%) referred to those items included under "Other." (TABLE 12).
The results of these findings show, then, that the male IOE teachers made mention of an applicant's appearance and/or physical characteristics 22 per cent of the time; and the female IOE teachers, 29 per cent of the time. (TABLE 12).
Examination of Comments by Personnel Directors

For further examination of the comments made by the male and female personnel directors their unedited comments made in all three segments of the videotape presentation are included in the study and are as follows:

Male Personnel Directors' Comments

The male personnel directors gave their reasons for their preference rank of the applicants in Segment 1, Walking (First Impression) as follows:

DORIS DALEY (UNATTRACTIVE-LOW SKILL)

First:
None

Second:
None

Third:
Didn't smile: posture could have been improved: nice appearing—neat, clean—on the plump side—little apprehensive: neat—may be a long-term health problem: overweight.

Fourth:
Too fat: no matter what, the young lady's physical weight would overshadow any other qualities: overweight: weight could be health problem: overweight, could have medical problems, tendency toward absences.

BETTY BAKER (ATTRACTION-LOW SKILL)

First:
Good poise: physical appearance such as we like—energetic, attractive, weight consistent with our medical objectives: very neat, smile, looked older than the others, more mature: smile, appearance, good posture: poised and appeared confident, at ease—well groomed: personal appearance excellent—at ease attitude, receptive to interviewer: neat—confident, personality would fit well in public contact areas—should be accepted by most supervisors: pert, attractive young lady—would seem to have ambition—drive: pleasant to have around the office.
ALICE ADAMS (ATTRACTIVE HIGH SKILL)

First:
Neat, clean appearance, pleasant smile.

Second:
Poise not as good as Betty Baker, however—physically otherwise she looked like a good 'probable.' pleasant: appeared well groomed—pleasant: excellent appearance, handled herself well in entrance, neat receptive without affectation: somewhat aggressive, moved directly to desk.

Third:
None

Fourth:
None

CAROL CARTER (UNATTRACTIVE HIGH SKILL)

First:
None

Second:
Friendly expression on her face—poised-friendly-neat, but not as effective in impressing others with her personality—a little heavy.

Third:
Weight problem—pleasant smile, however—central focus to weight: overweight: seemed to lack self-confidence: average looking girl—seemed to giggle when she first came towards desk—lack of maturity.

Fourth:
No real reason—difficult aspect to judge: nice appearing—little shy and apprehensive.
The male personnel directors gave their reasons for their preference rank of the applicants in Segment 2, Listening (Credential Review) as follows:

DORIS DALEY (UNATTRACTION LOW SKILL)

First:
None

Second:
None

Third:
This applicant didn't seem too serious about her shortcomings--however, not as apparent as Baker--fair eye attention: grades and skill not as good but business courses were favorite: quite plain, showed very little expression: fair grades--lower speed, less experience, activities low, lives with mother only??

Fourth:
Average skills, some related volunteer experience but not too heavy: skills below average: typing skills not too good--filing and use of other equipment not good: lack skills.

BETTY BAKER (ATTRACTIVE LOW SKILL)

First:
None

Second:
None

Third:
Average skills--has done some volunteer typing--did have 3 years of business prep: skills--average; typing skills fair as in filing and use of other equipment--little experience: although she has outward personality, doesn't have above average skills.

Fourth:
This girl would be a 4--attention was good however everything seemed a 'big joke'--poor segments of her talents as well as good; grades and skill, no special interest shown in business: fair grades--lower speed--activities moderate.

ALICE ADAMS (ATTRACTIVE HIGH SKILL)

First:
Skills--above average--good wholesome outside activities: good
school grades in filing and office machine technique—good typing skills—volunteer work indication of good attitude—cooperation; pleasant personality—good office skills.

Second:
Eye attention not too good—I would consider her a good choice—she did have good abilities—per script: good grades: good skills—some knowledge of offices through trips: speed good—grades OK—work experience not as good—living with father only? (not clear)—activities moderate.

Third:
None

Fourth:
Glanced frequently when interviewer made a mistake—no change in emotion.

CAROL CARTER (UNATTRACTIVE HIGH SKILL)

First:
Good eye attention—varied reaction good—if I had not seen her weight or if I knew that wasn't a problem, I would take her: main interest in business—attendance record looks good: skills good—some related volunteer experience—3 years of high school business courses: speed, grades and part-time experience very good—gumption to purchase her own car—activities high.

Second:
Seemed interested—good poise: skills—above average—may become too involved with politics: good typing skills—good grades in (1) filing (2) use of office machines—interested in civic and political affairs—a good attitude toward people: good skills—which could off-set introverted personality—make her a good employee.

Third:
None

Fourth:
None

The male personnel directors gave their reasons for their preference rank of the applicants in Segment 3, Talking (Final Decision to Hire) as follows:

DORIS DALEY (UNATTRACTIVE LOW SKILL)

First:
Good logical reasoning—could explain her likes and why.
Second:
Clear voice but not as distinct and deliberate as Carol Carter.

Third:
Doris answered her questions with firmness, but her grades are lacking: pleasant responses; skills fair—gave good response to activities—some volunteer work—good sign—likes office work—good attendance school record: liked to be with friends—loyal to teach tries to study rules of game—only fair skills—suited for routine, closely delineated duties, may be too much of a drone for effective interaction or independent work.

Fourth:
Seemed like a Plain Jane type (Stereotype)—she didn’t smile—D grade in filing and office machines: average individual, not much life.

BETTY BAKER (ATTRACTIVE LOW SKILL)

First:
None

Second:
Really didn’t say much in response—good appearance and seemed like she could get along well with others: liked challenge of sports—does not appear afraid to try something new; skills not up to par—but judgment, attitude in general and with proper direction would measure up in my judgment—good attendance—school: attractive, friendly—little on giddy side—but in public-contact office would be good.

Third:
None

Fourth:
'Sloppy diction'—communications problem: Betty didn’t speak as well as any of the others, and all information had to be drawn out—grades are lacking; manner of response is very awkward: doing something different—does not go frequently—does not come to point—disassociated or dense—does not appear to be stable or able—low skills, may be overly social at work.

ALICE ADAMS (ATTRACTIVE HIGH SKILL)

First:
Easy expression—pleasant and self-confident; good experience—all around—good response—interested in people, would be asset to an office, good attendance at school: be with different people, bowls once or twice a week, goes with friends, participates actively, good skills, seems to grasp problem and ‘comes on’ well—after initial hesitancy, could possibly be better in self-direction or independent functioning—reasonably mature for age: overall good prospect based on limited knowledge.
Second:
Alices's answers were not as direct as Carol's--she did find a lot of

time for her bowling--good grades are important--it shows motivation.

Third:
Eye attention not too good--diction not too poor--seems to be over

sensitive to others when talking; never looked interviewer in eyes--

seemed quite nervous--qualifications look good.

Fourth:
Was saying what she thought she should say.

CAROL CARTER (UNATTRACTIVE HIGH SKILL)

First:
Clear voice--well formed answers: Carol is soft spoken and seemed

nervous but her answers were direct along with her two A's and 3 years

in business: short answers--best answered questions--seemed interested

--qualifications look good.

Second:
Good expression--but hesitant: high voice--not too good on projection

but participates, good skills but a little more reserved than Adams--

could be a very good candidate, but may need more direction or leading:

mature for age.

Third:
Reasonable--logical in ideas: good applicant for a non-public contact

position.

Fourth:
Skills very good but response poor--may find it difficult to adjust to

her co-workers--school attendance record good.

Female Personnel Directors' Comments

The female personnel directors gave their reasons for their

preference rank of the applicants in Segment 1, Walking (First Impression)

as follows:

DORIS D'ALEY (UNATTRACTIVE LOW SKILL)

First:
None

Second:
Carried herself well--for her size--not as relaxed as Betty Baker.

Third:
Neat
Fourth:
Would not meet our medical standards: overweight; the medical standards are set by our corporation medical director: seemed apologetic on handing typing test (to interviewer): too heavy for company physical: appearance neat but overweight: might not pass physical requirements in medical exam: most overweight: lazy, unenthusiastic approach: because of her size—a young girl who is overweight raises questions—is she unconcerned about appearance—not motivated to lose weight: chances are there are others with comparable skills so I would save her for last choice: walked slowly—was too relaxed looking—didn't seem interested: too heavy—not always as alert, nervous obese, may have a health problem: appearance.

BETTY BAKER (ATTRACTIVE LOW SKILL)

First:

Second:
I would definitely consider Miss Baker as an excellent possibility but she seems a little less mature than Miss Adams: depending on the job, of course, but she just might come on too strong for some men: dressed for interview.

Third:
Pretty—first look Mod?

Fourth:
None

ALICE ADAMS (ATTRACTIVE HIGH SKILL)

First:
Smiled—walked quickly—dressed for interview—sat straight for interview: seemed relaxed: smile—experiences, alert: appearance, seemed more serious and perhaps more mature than Miss Baker: on quick observation seemed most business-like.

Second:
Displays some poise and confidence and pleasant personality in attitude only not as much poise: attractive, neat appearance: neat appearance—fairly good poise: didn't move as quickly as first preferred applicant: appearance.

Third:
Carried herself nicely but her leaning on the desk—too informal, made a difference: too casual in approach—good appearance: not much enthusiasm, appearance neat: poised but nervous.
CAROL CARTER (UNATTRACTIVE HIGH SKILL)

First:
None

Second:
An assured approach, neat appearance and pleasant smile: poise, general appearance a little stiff: smile, alert walk, neat, poised.

Third:
Would most likely not meet the medical standards for employment. Overweight: a little shaky and insecure in expression; pleasant outgoing smile: overweight: primarily same as No. 1 (seems business-like): average applicant: appeared awkward-- had 'frightened look'.

Fourth:
Appeared neat, somewhat more ill at ease than the other applicants: not quite as neat in appearance as Miss Adams.

The female personnel directors gave their reasons for their preference rank of the applicants in Segment 2, Listening (Credential Review) as follows:

DORIS DALEY (UNATTRACTIVE LOW SKILL)

First:
None

Second:
None

Third:
Academic skills were somewhat below average--not much outside activity which could indicate a slacker.

Fourth:
Grades would meet our minimum requirements--pleasant looking: she has the least experience--skills other than Miss Baker--also her appearance is against her: seems to have average interest and grades--only 10th grade typing--only other than junior and senior year business courses: skills--experience and appearance: would not hire until (better than) D's in filing and office machines--they are basic to all our jobs: skills are fair--attentive--but not too interested: poor to average skills plus overweight: personal appearance bad--lesser skills than can be obtained in today's market: grades only average: speed not fast enough for typist: gives the frozen appearance of being unsure of herself: grades below acceptable level for hiring.
BETTY BAKER (ATTRACTIVE-LOW SKILL)

First:
Showed pleasant expression, showed attention to speaker.

Second:
Grades would meet our minimum standards—appears to have personality: good attendance record.

Third:
I would still consider Miss Baker but her skills do not appear to be as good as those of the other two applicants: not really much of a difference between applicant 3 and 4 with the exception of personality, on the surface, in any case: experience and appearance: very fair skills: skills are only fair: applicants response to interviewer not audible at end of interview: poor to average skills: skills should be better: grades only average: speed not fast enough for typist: at ease, personable, responsive: good appearance but grades below acceptable level.

Fourth:
Mainly on school (academic) records.

ALICE ADAMS (ATTRACTIVE HIGH SKILL)

First:
Excellent grades—alert, pleasant, good attendance record: she seems (has) good skills, good attendance, lives within 10 miles of the company: Personality, better experience than other 3, seems more outgoing. Has a combination of skills, experience and appearance: very alert—attentive throughout interview, has good skills to offer: seemingly good physical condition and above average typing skills: skills, poise, academic record: skills—experience—being a member of an office education club at school—she must have responsibilities at home if there is no mother at home: typing speed—A, in Filing—A, and A in Office Machines, like volunteer work spirit: good appearance, good grades in business subjects.

Second:
Good skills and grades: second to #1 applicant because appears slightly less interested in business, listened attentively to interviewer: although her first approach was somewhat unenthusiastic, her academic skills and outside activities show potential: quiet but excellent skills.

Third:
None

Fourth:
None
CAROL CARTER (UNATTRACTIVE HIGH SKILL)

First:
Good skills and grades, strong interest in business, some experience and lives close.

Second:
One question as to Business Education major course—work would question whether or not she would want to teach as opposed to being a secretary in an office situation: skills and experience: good skills and good grades plus some work experience, alert and attentive to interviewer: on basis that wouldn't pass physical because of overweight condition could have been number one applicant: fair appearance, good grades in subjects pertaining to business field: typing speed—grades, interested in people and community; skills, business club at school—experience: because of skills—would like more minorities in our work force and she is better than many who apply: she seems to have good skills, seems at least actively interested in her business courses, and has had closer experience to actual office practices than the other applicants.

Third:
Excellent grades—somewhat ill at ease.

Fourth:
None

The female personnel directors gave their reasons for their preference rank of the applicants in Segment 3, Talking (Final Decision to Hire) as follows:

DORIS DALEY (UNATTRACTIVE LOW SKILL)

First:
None

Second:
None

Third:
Spoke fair—she was relaxed: she seems to be a watchet, middle of the road average—She said, "Everything is good, fair, as much as I can": believe there is a lack of initiative and interest in things: expressed herself well: feel skills are too low for a good clerk-typist: whole approach was too lazy: her skills and physical appearance could both be improved—she would perhaps work harder to accomplish her goals than Betty Baker.

BETTY BAKER (ATTRACTIVE LOW SKILL)

First:
None
Second:
Again, would need to give this applicant second consideration due to other two applicants being overweight: smiles readily.

Third:
Her skills are only average, but she seems to have a good appearance: experience—appearance: her skills are mediocre—she speaks enthusiastically about activities but was a little sloppy with her grammar, her hair is longer than it should be for an office: lower skills than can be attained from other high school grads: speed not fast enough: does not express herself very well (sloppy).

Fourth:
Did not show good language usage: no poise or maturity—typical teenybopper—can't speak on an intelligent level about her activity without using 'wow' and other similar terms—wouldn't want her in an office answering phones like that: didn't express herself well 'you know' and 'yea'—little potential: academic skills too low for clerk-typist positions— we require a minimum of 50 w/m—looking for excitement—might find clerk-typist position boring job: although she does instill confidence, her personal life 'a man' may be overbearing and carry into her business-life.

ALICE ADAMS (ATTRACTIVE HIGH SKILL)

First:
On the basis of skills, attitude, interest in her activity, and the idea that she would adjust to an office situation with more ease than Carol Carter: she would seem to want to work: spoke clearly and concisely with personality: on the four basic points that we try to judge an applicant—appearance, attitude, attendance, and ability, Miss Adams seems more qualified: skills—experience—ability, Miss Adams: appearance: toss up between first and second—chose her first because the departments would on basis of appearance—expressed herself well—thinks in response to questions good personality—good grades and skills—good potential: has good skills—alert and attentive to interviewer—good appearance: skills—pleasant appearance—seemingly well rounded: skills—poise—grades—desire to be among people: smiles readily, seems interested in questions: pleasant voice, expresses herself better: typing speed, A in filing, A in office machines—like volunteer work spirit.

Second:
Academic skills were above the average which is necessary for a clerk-typist poised: runs a close second to Carol Carter—perhaps over-qualified for a clerk-typist—general duties may tend to bore her after a short period of time.

Third:
None

Fourth:
None
CAROL CARTER (UNATTRACTIVE HIGH SKILL)

First:
Mainly based on academic skills—fairly well poised—did not speak as well as others or offer as much to the conversation—however I feel she would best fill the position for clerk-typist: excellent skills and background is well-rounded so as to make her a very cooperative and pleasant employee—has development potential.

Second:
Rather soft spoken but had good grammar usage: Miss Carter seems to be a well qualified applicant with a clean, neat appearance—I would try to see if she would meet our medical standards: the only reason I would consider as second choice is the personality—the skills and interest are pretty much the same as Alice Adams, but she seems to lack the self-confidence: skills, experience: good grades and skills—more shy than Alice Adams—doesn't express herself easily—pleasant personality—good potential, Spanish race strong plus factor, might sway to number one: has good skills—quiet manner and answered interviewer's questions well: skills are OK—overweight: typing speed, grades, interested in people and community: not aggressive enough, seems very shy—only answering when questioned, conversation strained, speaks very softly.

Third:
Because this applicant could not pass our physical, she receives third consideration—again could be number one applicant with her qualifications: average.

Fourth:
None
SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Purpose of the Study

The purpose of this study was to determine to what extent physical attractiveness is considered as a measure of employability in the selection of an office worker by personnel directors in the city of Cleveland, Ohio, and to what extent Cooperative and Intensive Office Education teachers concurred with personnel directors, in the city of Cleveland, Ohio, in the final decision to hire an office worker.

Questions to be Answered

To accomplish the purpose of this study, the writer sought answers to the following questions:

1. Do personnel directors, Cooperative Office Education teachers, and Intensive Office Education teachers in the city of Cleveland, Ohio, concur in their selection of an office worker based on first impressions?

2. Do personnel directors, Cooperative Office Education teachers and Intensive Office Education teachers in the city of Cleveland, Ohio, concur in their selection of an office worker based on a second opportunity to view the applicant and an examination of the applicants' personal and academic credentials?

3. Do personnel directors, Cooperative Office Education teachers and Intensive Office Education teachers in the city of Cleveland, Ohio, concur in their selection of an office worker in their final decision to hire?
4. Do male personnel directors and female personnel directors in the city of Cleveland, Ohio, concur in their selection of an office worker in their final decision to hire?

5. To what extent do personnel directors, Cooperative Office Education teachers, and Intensive Office Education teachers, in the city of Cleveland, Ohio, indicate that:
   a. appearance is a measure of employability?
   b. physical characteristics are a measure of employability?

6. To what extent (by sex categories) do personnel directors, Cooperative Office Education teachers, and Intensive Office Education teachers in the city of Cleveland, Ohio, indicate that:
   a. appearance is a measure of employability?
   b. physical characteristics are a measure of employability?

**Methods and Procedures**

The city of Cleveland, Ohio, was selected as the urban location in which to conduct the study. Participants were chosen from two separate and distinct social institutions—business and education. Business was selected to represent the aspect of employment and education was selected to represent the aspect of training for employment.

The representatives of business were personnel directors and the representatives of education were teachers who taught in the senior-year vocational business and office education programs—Cooperative Office Education or Intensive Office Education.

The variables which were examined concerned the physical attractiveness of an individual applying for an office position and
the skill accomplishment of the individual. It was determined that a visual medium would be the best method to adopt in an effort to portray the variable of appearance as well as physical characteristics. The premise was that sight, combined with sound, would provide a desirable medium to present physical characteristics as well as the abstract attributes of appearance of the individuals.

The videotape depicted four applicants in an employment office. The applicants were applying for the position available as clerk-typist. They were all interviewed by the same interviewer.

The four applicants had identical qualifications with the exception of the variables of skill and attractiveness. These were assigned as follows in the fictitious scripts:

<table>
<thead>
<tr>
<th>Applicant</th>
<th>Attractiveness</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doris Daley</td>
<td>unattractive</td>
<td>low</td>
</tr>
<tr>
<td>Betty Baker</td>
<td>attractive</td>
<td>low</td>
</tr>
<tr>
<td>Alice Adams</td>
<td>attractive</td>
<td>high</td>
</tr>
<tr>
<td>Carol Carter</td>
<td>unattractive</td>
<td>high</td>
</tr>
</tbody>
</table>

The videotape was made up of three segments. The first segment showed the applicant as she approached the desk of the interviewer. The second segment showed the applicant as she listened to the interviewer review her personal and academic credentials. The third segment showed the applicant as she talked to the interviewer and answered questions. The segments were titled: (1) Walking--First Impression, (2) Listening--Credential Review, and (3) Talking--Final Decision To Hire.

At the end of each segment the videotape was stopped and each participant was asked to rank the applicants in their order of preference for employment based on the information presented up to that point. They were then asked to indicate a comment relative to the reason for each ranking. (Table 13, 14).
**TABLE 13**

SUMMARY OF PREFERENCE FOR APPLICANTS\(^a\) IN SEGMENTS 1, 2, and 3 BY THE PERSONNEL DIRECTORS, COE TEACHERS, AND IOE TEACHERS

<table>
<thead>
<tr>
<th>Segment</th>
<th>Participant</th>
<th>Applicant Preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>First</td>
</tr>
<tr>
<td>1</td>
<td>Personnel Directors</td>
<td>Betty Baker (76%)</td>
</tr>
<tr>
<td></td>
<td>COE Teachers</td>
<td>Betty Baker (82%)</td>
</tr>
<tr>
<td></td>
<td>IOE Teachers</td>
<td>Betty Baker (70%)</td>
</tr>
<tr>
<td>2</td>
<td>Personnel Directors</td>
<td>Alice Adams (57%)</td>
</tr>
<tr>
<td></td>
<td>COE Teachers</td>
<td>Carol Carter (46%)</td>
</tr>
<tr>
<td></td>
<td>IOE Teachers</td>
<td>Carol Carter (40%)</td>
</tr>
<tr>
<td>3</td>
<td>Personnel Directors</td>
<td>Alice Adams (67%)</td>
</tr>
<tr>
<td></td>
<td>COE Teachers</td>
<td>AA &amp; CC(^*) (45%)</td>
</tr>
<tr>
<td></td>
<td>IOE Teachers</td>
<td>Alice Adams (50%)</td>
</tr>
</tbody>
</table>

\(^a\)Doris Daley unattractive-low skill
Betty Baker attractive-low skill
Alice Adams attractive-high skill
Carol Carter unattractive-high skill

\(^*\) a tie between Alice Adams and Carol Carter (45%)
\(^**\) a tie between Carol Carter and Betty Baker (30%)
TABLE 14
SUMMARY OF PREFERRED APPLICANTS\textsuperscript{a} BY PERSONNEL DIRECTORS, COE TEACHERS, AND IOE TEACHERS

<table>
<thead>
<tr>
<th>Segment</th>
<th>Personnel Director</th>
<th>COE Teachers</th>
<th>IOE Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Female and Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>1 Walking</td>
<td>Betty Baker (76%)</td>
<td>Betty Baker (69%)</td>
<td>Betty Baker (87%)</td>
</tr>
<tr>
<td>2 Listening</td>
<td>Alice Adams (57%)</td>
<td>Alice Adams (69%)</td>
<td>Carol Carter (50%)</td>
</tr>
<tr>
<td>3 Talking</td>
<td>Alice Adams (67%)</td>
<td>Alice Adams (78%)</td>
<td>Alice Adams (50%)</td>
</tr>
</tbody>
</table>

\textsuperscript{a}Doris Daley unattractive-low skill
Betty Baker attractive-low skill
Alice Adams attractive-high skill
Carol Carter unattractive-high skill
Findings

1. One hundred per cent of the personnel directors, 91 per cent of the COE teachers, and 80 per cent of the IOE teachers concurred in their selection of an attractive applicant on first impressions.

2. Ninety-five per cent of the personnel directors, eight-two per cent of the COE teachers, and seventy per cent of the IOE teachers concurred in the selection of a high skill applicant on viewing the applicants for the second time and listening to a review of their academic and personal credentials.

3. Sixty-seven per cent of the personnel directors, fifty per cent of the IOE teachers and, forty-five per cent of the COE teachers concurred in the hiring of the attractive high skill applicant in the final decision. However, another forty-five per cent of the COE teachers preferred to hire the unattractive high skill applicant in the final decision.

4. Fifty per cent of the male personnel directors and seventy-eight per cent of the female personnel directors concurred in the final decision to hire an attractive high skill applicant for an office position.

5. Fifty-six per cent of the comments made relative to attractiveness were made by personnel directors, twenty-four per cent by COE teachers, and twenty per cent by IOE teachers.

6. Male personnel directors made mention of an applicant's appearance and/or physical characteristics twenty-seven per cent of the time and female personnel directors forty per cent.
Conclusions

The following conclusions are based on the preceding findings:

1. Personnel directors, in the city of Cleveland, Ohio, prefer to hire the attractive high skill applicant for an office position.

2. The Cooperative Office Education teachers, in the city of Cleveland, Ohio, were divided in their opinion concerning the importance of attractiveness in the hiring of an office worker.

3. The Intensive Office Education teachers, in the city of Cleveland, Ohio, concurred with personnel directors and preferred to hire an attractive high skill applicant for an office position.

4. Personnel directors do consider attractiveness (appearance and physical characteristics) as a measure of employability when they make a final decision to hire an office worker.

5. Male and Female personnel directors concur in their final decision to hire an attractive high skill applicant for an office position.

6. Personnel directors considered attractiveness as equally important as skill accomplishment in the final decision to hire an office worker.

Recommendations

The following recommendations are based upon the findings and experiences gained from the present study:

1. Business and office education teachers should be aware that attractiveness is a measure of employability that is equally important as skill accomplishment and recognize this fact in curriculum content.

2. It is recommended that business and office education teachers
develop competencies to teach content that is relative to attractiveness and be resourceful in seeking assistance from the professional staff members within an educational institution, as well as the community, to further personal development for each student.

3. It is recommended that further study be made regarding the promotions and increments in salaries of office workers based on the factor of attractiveness as defined in this study.

4. It is recommended that a study be made relative to discrimination in the hiring of office workers based on the results of medical-employment examinations.

6. It is recommended that a study be made relative to the six questions posed in this study for those business firms hiring fewer than twenty-five office workers, in the city of Cleveland, Ohio.

7. It is recommended that this study be replicated in other metropolitan areas of Ohio.

8. It is recommended that ethnic and other minority group studies be made regarding the six questions posed in this study.
April 17, 1972

Mrs. Lucille E. Wright
Cleveland State University
Cleveland, Ohio

Dear Luci:

Your topic of beauty and its relationship to the success of students and workers was most interesting. Few people have taken the initiative to investigate this field of intra- and interpersonal relationship(s). In some ways this subject is similar to SEX: we talk about beauty, spend billions of dollars on it, dream of being beautiful, slave to be beautiful, and yet refuse to acknowledge the fact that this is one of the dominant factors in our lives. This is a definite frontier for modern thought.

I have tried to concoct a short title for your thesis—but failed! With this one you can at least keep up with Dr. Santos.

"The Impact of Physical Attractiveness and the Apparent Correlation Between the Degree of Personal Beauty and Vocational Achievement and Adjustment"

Good luck and I hope this title may be some help.

Sincerely yours,

Sam Hancock
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JURY OF EXPERTS

Administrative Management Society
The Cleveland Board of Education
Dyke College
The Greater Cleveland Growth Association
Kelly Services, Inc.
The National Secretaries Association
The Ohio Bureau of Employment

Mr. Ted Woods
Mr. James Busher
Dr. John Corfias
Mr. H. Adams
Mr. Harold Dreher
Mrs. Marcella Nelson
Mr. R. Sutton
October 22, 1971

DOCTORAL RESEARCH - TWENTY LARGEST EMPLOYERS OF CLERK-TYPISTS IN CLEVELAND

Thank you for agreeing to participate in the doctoral study which I discussed with you today on the telephone. You have been asked to be a member of a panel of experts, a total of seven members, who will submit to me, a list of twenty of the largest employers of entry-level clerk-typists in the city of Cleveland. From the employers suggested it will be possible to compile a list of the names of the twenty (approximately) employers who will be asked to participate in the study.

The specific names and the specific experts will be used in the study but will be listed in a composite so that the contribution of each member of the panel of experts will remain anonymous.

(MRS.) LUCILLE E. WRIGHT
TEACHER-EDUCATOR
BUSINESS AND OFFICE EDUCATION

lewj

Enc. 2
APPENDIX E
REPLY FORM

Directions: Please list the corporations you believe to be the largest employers of Clerk-Typists in the city of Cleveland.

1.
2.
3.
4.
5.
6.
7.
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9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
### RANKING OF CORPORATIONS SUGGESTED BY JURY OF EXPERTS

<table>
<thead>
<tr>
<th>No.</th>
<th>Corporation</th>
<th>Nominations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The East Ohio Gas Company</td>
<td>6</td>
</tr>
<tr>
<td>2.</td>
<td>Cleveland, City of</td>
<td>5</td>
</tr>
<tr>
<td>3.</td>
<td>Cleveland Electric Illuminating Co.</td>
<td>5</td>
</tr>
<tr>
<td>4.</td>
<td>General Motors Corp.</td>
<td>5</td>
</tr>
<tr>
<td>5.</td>
<td>Ohio Bell Telephone Co.</td>
<td>5</td>
</tr>
<tr>
<td>6.</td>
<td>Republic Steel Corp.</td>
<td>5</td>
</tr>
<tr>
<td>7.</td>
<td>Sherwin Williams Co.</td>
<td>5</td>
</tr>
<tr>
<td>8.</td>
<td>Cleveland Board of Education</td>
<td>4</td>
</tr>
<tr>
<td>9.</td>
<td>Cleveland Trust Co.</td>
<td>4</td>
</tr>
<tr>
<td>10.</td>
<td>Eaton Yale &amp; Towne, Inc.</td>
<td>4</td>
</tr>
<tr>
<td>11.</td>
<td>Ford Motor Co.</td>
<td>4</td>
</tr>
<tr>
<td>12.</td>
<td>General Electric Co.</td>
<td>4</td>
</tr>
<tr>
<td>13.</td>
<td>Standard Oil Co.</td>
<td>4</td>
</tr>
<tr>
<td>14.</td>
<td>TRW, Inc.</td>
<td>4</td>
</tr>
<tr>
<td>15.</td>
<td>U. S. Government Offices - Civil Service</td>
<td>4</td>
</tr>
<tr>
<td>16.</td>
<td>Addressograph-Multigraph Corp.</td>
<td>3</td>
</tr>
<tr>
<td>17.</td>
<td>Blue Cross of Northeast Ohio</td>
<td>3</td>
</tr>
<tr>
<td>18.</td>
<td>Diamond Shamrock Corp.</td>
<td>3</td>
</tr>
<tr>
<td>19.</td>
<td>Federal Reserve Bank of Cleveland</td>
<td>3</td>
</tr>
<tr>
<td>20.</td>
<td>White Motor Corp.</td>
<td>3</td>
</tr>
<tr>
<td>21.</td>
<td>American Greetings Corp.</td>
<td>2</td>
</tr>
<tr>
<td>22.</td>
<td>Central National Bank</td>
<td>2</td>
</tr>
<tr>
<td>23.</td>
<td>Dun &amp; Bradstreet, Inc.</td>
<td>2</td>
</tr>
<tr>
<td>24.</td>
<td>Glidden Paint</td>
<td>2</td>
</tr>
<tr>
<td>25.</td>
<td>Lamson-Sessions Co.</td>
<td>2</td>
</tr>
<tr>
<td>26.</td>
<td>May Co.</td>
<td>2</td>
</tr>
<tr>
<td>27.</td>
<td>National City Bank of Cleveland</td>
<td>2</td>
</tr>
<tr>
<td>28.</td>
<td>Union Carbide Corp.</td>
<td>2</td>
</tr>
<tr>
<td>29.</td>
<td>Aetna Life Assurance Co.</td>
<td>1</td>
</tr>
<tr>
<td>30.</td>
<td>Atomic Fire Equipment Co.</td>
<td>1</td>
</tr>
<tr>
<td>31.</td>
<td>Baker Plant Otis Material Handling</td>
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<td>32.</td>
<td>Campus Sweater &amp; Sportswear Co.</td>
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<tr>
<td>33.</td>
<td>Cleveland Chamber of Commerce</td>
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<tr>
<td>34.</td>
<td>Cleveland State University</td>
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<tr>
<td>35.</td>
<td>Dalton Dalton &amp; Little</td>
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<tr>
<td>36.</td>
<td>Educational Research Council of America</td>
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<tr>
<td>No.</td>
<td>Corporation</td>
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<tr>
<td>37.</td>
<td>Equitable Life Assurance Society of U. S.</td>
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<tr>
<td>38.</td>
<td>Euclid Inc. (Subsidiary of White Motor)</td>
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<tr>
<td>39.</td>
<td>Farris Universal Machine Corp.</td>
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<tr>
<td>40.</td>
<td>Fisher Fazio Costa</td>
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</tr>
<tr>
<td>41.</td>
<td>Goodrich Tire Co.</td>
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</tr>
<tr>
<td>42.</td>
<td>W. T. Grant Co.</td>
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<td>43.</td>
<td>Gray Drug Stores, Inc.</td>
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<td>44.</td>
<td>Halle Bros. Co.</td>
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<tr>
<td>45.</td>
<td>Hartford Insurance Group</td>
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<td>46.</td>
<td>I. B. M. Corp.</td>
<td>1</td>
</tr>
<tr>
<td>47.</td>
<td>Independent Towel Supply Co.</td>
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<td>48.</td>
<td>Jones Laughlin Steel Corp.</td>
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<tr>
<td>49.</td>
<td>Klein Associates</td>
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<tr>
<td>50.</td>
<td>Lampl Fashions Inc.</td>
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</tr>
<tr>
<td>51.</td>
<td>Masters Builders</td>
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<tr>
<td>52.</td>
<td>Manners Big-Boy Restaurants, Inc.</td>
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</tr>
<tr>
<td>53.</td>
<td>Midland-Ross Corp.</td>
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</tr>
<tr>
<td>54.</td>
<td>Newtronics Corp.</td>
<td>1</td>
</tr>
<tr>
<td>55.</td>
<td>Ohio, State of</td>
<td>1</td>
</tr>
<tr>
<td>56.</td>
<td>Reliance Electric Co.</td>
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</tr>
<tr>
<td>57.</td>
<td>Scott &amp; Fetzer Co.</td>
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<tr>
<td>58.</td>
<td>State Chemical Mfg. Co.</td>
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<td>59.</td>
<td>Teledyne Osco Steel</td>
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<td>60.</td>
<td>Telephone Credit Union, Inc.</td>
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<td>61.</td>
<td>Travelers Insurance Co.</td>
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<tr>
<td>62.</td>
<td>Union Commerce Bank</td>
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<td>63.</td>
<td>U. S. Navy Finance Center</td>
<td>1</td>
</tr>
<tr>
<td>64.</td>
<td>Westinghouse Electric Corp.</td>
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</tr>
</tbody>
</table>
APPENDIX G
November 15, 1971

DOCTORAL RESEARCH - THANK YOU

Your contribution to the doctoral study that I am conducting is very much appreciated. It has been an important contribution that your organization has made and one that will assist the progress of the study at this time.

Please express my sincere appreciation to the members of your staff for their participation.

(MRS.) LUCILLE E. WRIGHT
TEACHER-EDUCATOR
BUSINESS AND OFFICE EDUCATION

LEW:j
November 16, 1971

As a national fellow in the doctoral program at Ohio State University I am conducting a dissertation research project under the direction of Dr. William E. Jennings. The topic of the dissertation is—Comparison of Employment Standards for Clerk-Typists Position by Cleveland Employers and Educators.

Your organization was selected by a panel of judges in the Cleveland business community to be invited to participate in the study. The involvement would be to view a twenty minute film and make a critique relative to employment criteria for clerk-typists.

I sincerely hope that you will designate a representative from your company to participate in the study which will involve twenty businesses in Cleveland. The study will be used in the city of Cleveland to assist educators in the adaptation of educational materials at the high school level, to better meet the needs of the business community.

An appointment would be made with you, at your convenience, to view the film sometime in January.

The enclosed form and stamped envelope are prepared for your convenience.

(MRS.) LUCILLE E. WRIGHT
Graduate Student

Home: 5889 Bear Creek Drive, Bedford Heights, Ohio 44146 Tel: 439 5659

Enc. 3

DOCTORAL DISSERTATION STUDY

Subject: Comparison of Employment Standards for Clerk-Typist Position As Determined by Selected Cleveland Employers and Educators

Name of Firm: __________________________________________________________

Address: ______________________________________________________________

Our organization will be happy to participate in the above study. Please contact the party listed below, who will participate on our behalf.

(Organization representative)

(Title)

(Telephone Number)

Special Comments:

Note: The second copy of this form is for your record.

5889 Bear Creek Drive, Bedford Heights, Ohio 44146 Tel: 439-5659
APPENDIX J
### A Frequency Distribution of Corporations Selected to Participate in This Study

<table>
<thead>
<tr>
<th>Corporations</th>
<th>Frequency of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The East Ohio Gas Co.</td>
<td>6</td>
</tr>
<tr>
<td>2. Cleveland, City of</td>
<td>5</td>
</tr>
<tr>
<td>3. Cleveland Electric Illuminating Co.</td>
<td></td>
</tr>
<tr>
<td>4. Ohio Bell Telephone Co.</td>
<td></td>
</tr>
<tr>
<td>5. Republic Steel Corp.</td>
<td></td>
</tr>
<tr>
<td>7. Cleveland Board of Education</td>
<td>4</td>
</tr>
<tr>
<td>8. Cleveland Trust Co.</td>
<td></td>
</tr>
<tr>
<td>9. Eaton Yale &amp; Towne, Inc.</td>
<td></td>
</tr>
<tr>
<td>10. Ford Motor Co.</td>
<td></td>
</tr>
<tr>
<td>12. General Motors Corp.</td>
<td></td>
</tr>
<tr>
<td>14. TRW, Inc.</td>
<td></td>
</tr>
<tr>
<td>15. U. S. Government Offices - Civil Service</td>
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</tr>
<tr>
<td>16. Addressograph-Multigraph Corp.</td>
<td>3</td>
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<tr>
<td>17. Blue Cross of Northeast Ohio</td>
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</tr>
<tr>
<td>18. Diamond Shamrock Corp.</td>
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</tr>
<tr>
<td>19. Federal Reserve Bank of Cleveland</td>
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<tr>
<td>20. White Motor Corp.</td>
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</table>
# ALPHABETIC LIST OF SELECTED CORPORATIONS
THAT ELECTED NOT TO PARTICIPATE
(By Nominations)

<table>
<thead>
<tr>
<th>No.</th>
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<th>Nominations</th>
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<tr>
<td>3.</td>
<td>Cleveland Electric Illuminating Co.</td>
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<tr>
<td>4.</td>
<td>General Motors Corp.</td>
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<tr>
<td>11.</td>
<td>Ford Motor Co.</td>
<td>4</td>
</tr>
<tr>
<td>12.</td>
<td>General Electric Co.</td>
<td>4</td>
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</table>
APPENDIX L
October 20, 1971

Mr. James Busher  
Supervisor - Business and Office Education  
Distributive Education  
Cleveland Board of Education  
1380 East Sixth Street  
Cleveland, Ohio 44114

LISTING OF I.O.E. AND C.O.E. COORDINATORS IN CITY OF CLEVELAND SCHOOLS  
SENIOR YEAR PROGRAMS

It would be appreciated if you would send me a list of all the I.O.E. and C.O.E. Coordinators in the city of Cleveland schools indicating their name, home address, school address and IOE or COE designation.

I would like to include these coordinators in a doctoral study that I am undertaking under the direction of Dr. William E. Jennings, College of Education, Ohio State University.

Thank you for this information.

(MRS.) LUCILLE E. WRIGHT  
TEACHER-EDUCATOR  
BUSINESS AND OFFICE EDUCATION
<table>
<thead>
<tr>
<th>Teacher</th>
<th>Male</th>
<th>Female</th>
<th>IOE</th>
<th>COE</th>
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<tbody>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
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<tr>
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<td>X</td>
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<td>14.</td>
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<td>20.</td>
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<td>21.</td>
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</tbody>
</table>
October 26, 1971

Mr. James Busher
Supervisor - Business & Distributive Education
Cleveland Board of Education
1360 East Sixth Street
Cleveland, Ohio 44114

COE - IOE TEACHER LISTING

Thank you very much for submitting the listing that I requested from your office. The prompt and efficient services offered by your office are sincerely appreciated.

(MRS.) LUCILLE E. WRIGHT
TEACHER-EDUCATOR
BUSINESS AND OFFICE EDUCATION

LEW: J
COE AND IOE TEACHER CONSULTANTS

1. COE Female teacher - Columbus, Ohio
2. COE Female teacher - Columbus, Ohio
3. COE Male teacher - Columbus, Ohio
4. IOE Female teacher - Columbus, Ohio
5. IOE Female teacher - Columbus, Ohio
6. IOE Female teacher - Columbus, Ohio

PERSONNEL DIRECTOR CONSULTANTS

1. Male - Columbus, Ohio - State Office
2. Male - Columbus, Ohio - Government
3. Female - Portland, Oregon - Agency
4. Male - Columbus, Ohio - Industry
1. **Name:** Doris Daley

2. **Address:** Close - easy to get here - not take you too long to get to work - Transfer on bus not necessary

3. **Age:** 18

4. **Marital Status:** Single - not engaged

5. **Telephone No.:** Local - live with mother

6. **Education:** Typing in 10th grade
   Took all business courses - in Junior & Senior years
   Business courses were favorite subjects

7. **Skills:** Typing 40 words per minute
   Filing: Fair
   Office Machines: Fair

8. **Experience:** Typed for church when needed to send out notices

9. **Activities:**

10. **Joined:** Business students have a business club

11. **Attendance Record:** Good
SCRIPT

ALICE ADAMS

1. Name: Alice Adams

2. Address: Live within 10 miles - good transportation & can drive

3. Age: 18 years

4. Marital Status: Single

5. Telephone No.: Local - live with father

6. Education: 2 years Business Education in High School
   Typing in 10th grade
   Local High School

7. Skills: 65 words per minute on typewriter
   Filing - A in course
   Office Machines - A in course

8. Experience: Field trips with school
   Volunteer work with Red Cross - Typing envelopes

9. Activities:

10. Joined: Office Education Club at school

11. Attendance Record: Good
BETTY BAKER

1. Name: Betty Baker
2. Address: Within commuting distance - take a bus or drive
3. Age: 18
4. Marital Status: Single
5. Telephone No.: Local - live at home
6. Education: 10th grade typing
   11th grade Junior business preparatory
   12th grade Senior business program
7. Skills: Typing 40
   Office Machines: Fair
   Filing - grade of Fair in school
8. Experience: Typed mailings for YWCA class
9. Activities: 
10. Joined: Business clubs in high school
11. Attendance Record: Good
<table>
<thead>
<tr>
<th>No.</th>
<th>Item</th>
<th>Details</th>
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<tbody>
<tr>
<td>1</td>
<td>Name</td>
<td>Carol Carter</td>
</tr>
<tr>
<td>2</td>
<td>Address</td>
<td>Live fairly close to office - Rapid transit &amp; car</td>
</tr>
<tr>
<td>3</td>
<td>Age</td>
<td>18</td>
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<tr>
<td>4</td>
<td>Marital Status</td>
<td>Single - not engaged</td>
</tr>
<tr>
<td>5</td>
<td>Telephone No.</td>
<td>Local - live at home</td>
</tr>
<tr>
<td>6</td>
<td>Education</td>
<td>3 years in Business having had typing in 10th grade. Business courses main interest in school. Took all courses in Business program in Junior year. Senior year majored in Business Education too</td>
</tr>
<tr>
<td>7</td>
<td>Skills</td>
<td>Typing 65 words per minute</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Filing - A in course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Office Machines - A in course</td>
</tr>
<tr>
<td>8</td>
<td>Experience</td>
<td>Typed for both political parties in Civic Club during campaign time for the community, answered phones</td>
</tr>
<tr>
<td>9</td>
<td>Activities</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Joined</td>
<td>Business club in school</td>
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<tr>
<td>11</td>
<td>Attendance Record</td>
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APPENDIX Q
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<td>1Y</td>
<td>1Z</td>
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<tr>
<td>17W</td>
<td>17X</td>
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</table>
ASSIGNMENT OF JUDGES TO CLASSROOMS

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<tr>
<th>Classroom</th>
<th>Judges*</th>
<th>Number of Selections</th>
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<td>W</td>
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<tr>
<td>X</td>
<td>I, II, V</td>
<td>6</td>
</tr>
<tr>
<td>Y</td>
<td>I, III, VI</td>
<td>6</td>
</tr>
<tr>
<td>Z</td>
<td>I, III, VII</td>
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<tr>
<td>Total</td>
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<td>24</td>
</tr>
</tbody>
</table>

* Judge I, 8 selections, Judge II and III 4 selections, Judge IV, V, VI and VII 2 selections = 24 selections
APPENDIX S
STUDENTS SELECTED BY JUDGES TO PARTICIPATE IN THE SELECTION OF APPLICANTS TO APPEAR IN VIDEOTAPE

<table>
<thead>
<tr>
<th>Student Number</th>
<th>Attractive Classroom</th>
<th>Unattractive Classroom</th>
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<tbody>
<tr>
<td></td>
<td>W</td>
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<tr>
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<tr>
<td>17</td>
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</tbody>
</table>

Total Students: 17

Attractive Classroom: 14 students
Unattractive Classroom: 13 students

(11) (9)
APPENDIX T
JUDGES\(^{a}\) CHOSEN TO SELECT STUDENTS FOR VIDEOTAPE PORTRAYAL OF APPLICANTS APPLYING FOR AN OFFICE POSITION

<table>
<thead>
<tr>
<th>Title</th>
<th>No. of Employees or No. of Students in the Organization</th>
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<td>Personnel Director</td>
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<td>Business Educator</td>
<td>2,000</td>
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</table>

\(^{a}\)All Judges were from the suburbs of Cleveland and remain anonymous.
ASSIGNMENT OF NUMERICAL AND ALPHABETICAL CLASSIFICATIONS TO STUDENTS IN CLASSROOMS W, X, Y, AND Z SELECTED AS MOST ATTRACTIVE AND LEAST ATTRACTIVE BY JUDGES

<table>
<thead>
<tr>
<th>Number</th>
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<tr>
<td>3X</td>
<td>Doris Daley</td>
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APPENDIX V
The Interviewer's Script is as follows:

Our purpose today, of course, is to review applications of prospective employees for a position here with our firm. Now, the first thing I would like to do is review with you all of the information that you have put on your application. I just want to get a general idea if I understand the material that you have put down.

I see from the application that your name is Doris Daley. Your address is a local one which is listed as close and I see that it would be easy to get to work here. It shouldn't take you too long to get to work and we would not have to consider transferring you. You list your age on the application as 18, your marital status at this time is single and presently you are not engaged. Your telephone number is a local listing and I see that you live with your mother. Now for the educational data section of your application I see that you took typewriting in the tenth grade and you have had all of the business courses that your high school had to offer in your Junior and Senior years. You also mention that business courses were your favorite subjects. Under the skills section you have indicated that your typewriting speed is approximately 40 words per minute, in filing you are fair and in office machines you were fair. Under the experience section you indicate that at this time you have had no office experience. However, you have typed for your church when it was necessary to send out notices. You have indicated that your favorite activity is football, and that while you were a student in school you were a member of a business club.
CREDENTIAL REVIEW - BETTY BAKER

The Interviewer's Script is as follows:

Thank you very much. Our purpose today, of course, is to review applications for a prospective job with our firm. Now the first thing that I would have to do is to review with you all of the information that you have put on your application to see if I have some understanding of what you are saying. So, if you will just bear with me for a few moments.

I see that your name is Betty Baker and that you have a local address which is within commuting distance, which means that you will be able to either drive or take a bus to work. You show your age as 18 and you have a local telephone number. I see that you are living at home with your parents. You indicate that your marital status at this time is single. Under the education section of your application you indicated that you had typewriting in the tenth grade and that at the eleventh grade you participated in general business training and in twelfth grade you were a member of a senior business program. Under the skills section you show your skills as follows: you say your typing speed is approximately 40 words per minute, that in office machines you are fair, and while a student in school you received a grade of fair in filing. Under the experience section you have indicated that you have had no actual office experience as of yet, however, you have done some typing for the YWCA while you were a member of a class. You show one of your favorite activities is water skiing and that while you were in school you were a member of a business club. Is this information correct Miss Baker?
CREDENTIAI REVIEW - ALICE ADAMS

The Interviewer's Script is as follows:

Thank you very much. Our purpose here today is to review applications for a prospective job with our firm. First of all, what I would like to do is to review the information that you have on your application, to see if I understand it. So, just bear with me for a couple of minutes while I go over this information. You list your name as Alice Adams, A D A M S, you have your address listed as, pretty close - within ten miles of our firm, and that you can drive your own car. So this should provide some pretty good transportation for you. You show your age as 18. I see that your telephone number is a local one and note that you live at home with your parents. Under the education section you stated that you have two years of business education training in high school. And, that you took typewriting in the tenth grade in a large city high school. For your skills you are telling me that your typewriting speed is approximately 65 words per minute and that you were pretty good in filing and office machines. Under the experience section you tell me that presently you have no office experience. However, you have taken some field trips to offices and you have done some volunteer work for the Red Cross as an enveloper. For your activities you tell me that you like bowling, tennis and football games and that while you were a student in school you belonged to an office club.

Thank you.
CREDENTIAL REVIEW - CAROL CARTER

The Interviewer's Script is as follows:

Thank you very much. I see that our purpose today is to review some applications of prospective employees of our firm. Now initially what I would like to do is to go over with you the information that you have put down on the application to see if I have an understanding of what you put down, and that we agree. So bear with me for just a moment please. You listed your name as Carol Carter and I see that your address is quite close to our office which is good and also you put down that you own your own car and if anything would happen you could provide transportation through rapid transit. You show your age as 18 and you have indicated here under your marital status that you are not presently engaged. I see that your telephone number is a local listing and that you still are living at home. Under the education section you tell me that you have had three years of business training in high school and that you had typing in the tenth grade. Business was your major interest in school and that you took all of the business courses that they had to offer, in your junior and senior years. For your skills you have indicated that your typing speed is about 65 words per minute and you have also indicated that you are quite good in filing and office machines by showing that you received A's in both of those courses. For your experience you have said that you have had no office experience. However, you have done some typing for political parties in a civic club here in town. During campaign time in the community you helped to answer some telephones.
Now for your activities you indicated that you liked softball, swimming and baseball and that you joined a business club at your local high school.

Thank you Miss Carter.
Interviewer: "Thank you Miss Daley. Now let's talk about you. You have indicated that one of your favorite activities is football. Now why would a girl like you like football?"

Miss Daley: "Well, I like to go to the games with my friends and it's a challenging sport... to see what team wins and how far they get ahead in the finals."

Interviewer: "Do you normally just go to the home games or do you travel to some of the away games?"

Miss Daley: "Well, I try, as hard as I can, to go to the away games."

Interviewer: "Do you understand, while you are watching the game, the rules of the game they are playing by?"

Miss Daley: "Yes, as much as I think I should?"

Interviewer: "Thank you very much."

Miss Daley: "Thank you."
ORAL COMMUNICATION--DECISION TO HIRE
(Betty Baker)

Interviewer: "Thank you very much Miss Baker. Now let's talk for a moment about you. You have indicated that one of your favorite activities is water skiing. Now why—why would you like water skiing?"

Miss Baker: "It's the thrill of just doing something different, you know. Ah, I don't get to do many sports and the water it was so much fun."

Interviewer: "Do you get to go frequently?"

Miss Baker: "No, not very often because--ahm--this man only get his boat out once-in-a-while ... that I know."

Interviewer: "Uh huh. Do you tie the skis on to the back of the boat with a big line there... and hold on?"

Miss Baker: "Yeah! It's real exciting. I ... I can't uh when I got up to go the skis were too big and they fell off of me, but I dunno he says he was gonna get 'em fixed and it would be o.k."

Interviewer: "It sounds like a real exciting sport."

Miss Baker: "It is. It's fun!"

Interviewer: "Very good, well thank you very much Miss Baker."

Miss Baker: "Thank you."
ORAL COMMUNICATION—DECISION TO HIRE
(Alice Adams)

Interviewer: "Well now Alice, let's talk a little bit about you. I see that one of the activities you listed is bowling. Now why would a girl like you like bowling?"

Miss Adams: "Well, because I like it. I like to go out and to be with different people . . . um . . . I like to go out and have fun."

Interviewer: "How many years have you been bowling?"

Miss Adams: "Not too much . . . about three or four years."

Interviewer: "How frequently do you get to go?"

Miss Adams: "I try to go at least a couple of times, once or twice a week. Something like that."

Interviewer: "Do you usually go with a group of friends or by yourself?"

Miss Adams: "Yeah, with a group of friends."

Interviewer: "Ok. Well, thank you very much Miss Adams."
ORAL COMMUNICATION--DECISION TO HIRE
(Carol Carter)

Interviewer: "Well, thank you Carol. Let's talk about some of the activities that interest you. One of the activities you put down was softball. Why would a girl like you like softball?"

Miss Carter: "Because I like all sports, really, but softball happens to be my favorite."

Interviewer: "Do you play with a local high school team?"

Miss Carter: "No... in the community."

Interviewer: "A team in the community? What position is it that you like to play best?"

Miss Carter: "Centerfield."

Interviewer: "Do you get to play any other positions?"

Miss Carter: "No."

Interviewer: "How long have you been playing softball?"

Miss Carter: "For about a year."

Interviewer: "And you really like that sport?"

Miss Carter: "Yes."

Interviewer: "Thank you very much."

Miss Carter: "Thank you."
PARTICIPANTS IN THE VIDEO TAPE
PILOT TEST

1. Mr. Gary Herman, Personnel Director
Cook-United, Inc.
16501 Rockside Road
Maple Heights, Ohio

2. Mrs. Carol Golby
Cook-United, Inc.
16501 Rockside Road
Maple Heights, Ohio
DATA SHEET OF PARTICIPANTS

Name:___________________________________________________________

Title:________________________________________________________________________

Telephone Number:___________________________________________________________

Company or School:___________________________________________________________

Street Address:__________________________________________ Zip________

Mailing address if different:_____________________________________________________

Home address:_______________________________________________________________
Directions: Please circle correct response

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<tr>
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<th>F</th>
<th>Program</th>
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<th>COE</th>
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<td>30-39</td>
<td>40-49</td>
<td>50-59</td>
<td>60+</td>
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<td>100-500</td>
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<td>4. No. of years you have been in personnel work</td>
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<td>5. No. of years you have been in present position</td>
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DO NOT SIGN YOUR NAME - DO NOT INDICATE YOUR COMPANY

1. 2. 3. 4. 5.  

Date: ____________________________
OHIO STATE UNIVERSITY  
Columbus, Ohio  

Study: Doctoral Dissertation  
Lucille E. Wright  

PERSONNEL DIRECTOR RESPONSE  
Page 1  

Directions: Consider the information you have at this time. Please indicate the order of preference in which you would hire the applicants for a position of clerk-typist.  
First preferred applicant . . . 1  
Second preferred applicant . . . 2  
Third preferred applicant . . . 3  
Fourth preferred applicant . . . 4  
Indicate the reason for your decision in space provided.  

Segment I - Walking:  

<table>
<thead>
<tr>
<th>Applicant Name</th>
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<th>Reason</th>
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<tbody>
<tr>
<td>DORIS DALEY</td>
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<tr>
<td>BETTY BAKER</td>
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<tr>
<td>ALICE ADAMS</td>
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<tr>
<td>CAROL CARTER</td>
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</tbody>
</table>

Date: ______________________
Directions: Consider the information you have at this time. Please indicate the order of preference in which you would hire the applicants for a position of clerk-typist.

- First preferred applicant: 1
- Second preferred applicant: 2
- Third preferred applicant: 3
- Fourth preferred applicant: 4

Indicate the reason for your decision in space provided.

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<tr>
<th>Applicant Name</th>
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<tr>
<td>CAROL CARTER</td>
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</table>

Date: ____________________
Directions: Consider the information you have at this time. Please indicate the order of preference in which you would hire the applicants for a position of clerk-typist.

| First preferred applicant | 1 |
| Second preferred applicant | 2 |
| Third preferred applicant | 3 |
| Fourth preferred applicant | 4 |

Indicate the reason for your decision in space provided.

Segment 3 - Talking:

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<td>CAROL CARTER</td>
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Date: ______________________
**SUMMARY**

Directions: Transfer your decisions from Page 1, 2 and 3 to the columns indicated below for each segment of the videotape. The carbon copy of this summary is for you to keep for your records.

<table>
<thead>
<tr>
<th></th>
<th>WALKING</th>
<th>LISTENING</th>
<th>TALKING</th>
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<tbody>
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<td>DORIS DALEY</td>
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<tr>
<td>CAROL CARTER</td>
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The following changes were made in the vita and response form completed by the business education teachers:

Title: Business Education Teacher Vita and Response Forms

Question 3: No. of students in your school

Question 4: No. of years you have been teaching
CODE FOR CLASSIFICATION OF INFORMATION
FOR CASE STUDIES

Sex  F-Female  M-Male
Age  Range in Years
Number of Employees (Students)
Number of years in Personnel (Teaching)
Number of years in Present Position
PERSONNEL DIRECTOR CASE STUDY #1

Female, 20-30, 1000 or more, Personnel Work 0-5, Position 0-5

Walking--First Impression

1. Betty Baker Nice appearance--appeared as though she handled herself very well
2. Alice Adams Good appearance
3. Carol Carter Appeared awkward--"frightened look"
4. Doris Daley Appearance

Listening--Credential Review

1. Alice Adams Good appearance. Good grades in bus. subjects
2. Carol Carter Fair appearance. Good grades in subjects pertaining to bus. field.
3. Betty Baker Good appearance but grades below acceptable level.
4. Doris Daley Grades below acceptable level for hiring.

Talking--Oral Communication--Final Decision to Hire

1. Alice Adams Pleasant voice--could express herself better.
2. Carol Carter Not aggressive enough. Seems very shy--only answering when questioned. Conversation strained. Speaks very softly.
3. Betty Baker Does not express herself very well (slangy)
4. Doris Daley Voice and overall appearance negative.
PERSONNEL DIRECTOR CASE STUDY #2

Female, 20-30, 500-1000, Personnel Work 0-5, Position 0-5

Walking--First Impression
1. Betty Baker  Confident - neat
2. Carol Carter  Neat, poised
3. Alice Adams  Poised but nervous
4. Doris Daley  Nervous, obese, may have a health problem

Listening--Credential Review
1. Carol Carter  Best skills, some practical experience
2. Alice Adams  Quiet but excellent skills
3. Betty Baker  At ease, personable, responsive
4. Doris Daley  Gives the frozen appearance of being unsure of herself.

Talking--Oral Communication--Final Decision to Hire
1. Carol Carter  Excellent skills and background, is well-rounded so as to make her a very co-operative and pleasant employee. Has development potential.
2. Alice Adams  Runs a close 2nd to Carol Carter. Perhaps over-qualified for a clerk-typist. General duties may tend to bore her after a short period of time.
3. Doris Daley  Her skills and physical appearance could both be improved - she would perhaps work harder to accomplish her goals than Betty Baker.
4. Betty Baker  Although she does instill confidence, her personal life ("a man") may be overbearing and carry into her business life.
PERSONNEL DIRECTOR CASE STUDY #3

Female, 50-60, 1000 or more, Personnel Work 15 or more, Position 15 or more

Walking--First Impression

1. Alice Adams  Smiles - Expressions, Alert
2. Carol Carter  Smiles - alert walk
3. Betty Baker   Pretty - first look mod?
4. Doris Daley  Too heavy - not always as alert

Listening--Credential Review

1. Alice Adams  Typing Speed - A in Filing, A in Office M, like volunteer work spirit.
2. Carol Carter  Typing Speed - grades. Interested in people and community.
4. Doris Daley  Speed not fast enough for typist.

Talking--Oral Communication--Final Decision to Hire

1. Alice Adams  Same
2. Carol Carter  Same
3. Betty Baker   Same
4. Doris Daley  Same
PERSONNEL DIRECTOR CASE STUDY #4

Male, 20-30, 1000 or more, Personnel Work 5-10, Position 0-5

Walking--First Impression

1. Betty Baker Pert, attractive young lady - would seem to have ambition-drive. Pleasant to have around the office.

2. Alice Adams Somewhat aggressive. Moved directly to desk.

3. Carol Carter Average looking girl. Seemed to giggle when she first came towards desk - lack of maturity.

4. Doris Daley Overweight, could have medical problem. Tendency toward absences.

Listening--Credential Review

1. Alice Adams Pleasant personality, good office skills.

2. Carol Carter Good skills, which could offset introverted personality - make her a good employee.

3. Betty Baker Although she has outward personality, doesn't have above average skills.

4. Doris Daley Lack skills.

Talking--Oral Communication--Final Decision to Hire

1. Alice Adams Overall good prospect based on limited knowledge.

2. Betty Baker Attractive friendly. Little on giddy side but in public contact office would be good.

3. Carol Carter Good applicant for a non-public contact position.

4. Doris Daley Average individual not much life.
PERSONNEL DIRECTOR CASE STUDY #5

Female, 40-50, 1000 or more, Personnel Work 15 or more Position 0-5

Walking—First Impression

1. Alice Adams  Smiled - Walked quickly - Dressed for interview - Sat straight for interview and seemed relaxed
2. Betty Baker Dressed for an interview - Smiled
3. Carol Carter Average applicant
4. Doris Daley Walked slowly - Was too relaxed looking - Didn't seem interested

Listening—Credential Review

1. Alice Adams  Skills-Experience-Being a member of office Education Club at school - She must have responsibilities at home if there is no mother at home.
2. Carol Carter Skills - Business Club at school - Experience
3. Betty Baker Grades only average
4. Doris Daley Grades only average

Talking—Oral Communication—Final Decision to Hire

1. Alice Adams  Smiles readily - Seems interested in questions
2. Betty Baker Smiles readily
3. Carol Carter Average
4. Doris Daley No expressions
PERSONNEL DIRECTOR CASE STUDY #6

Female, 30-40, 1000 or more, Personnel Work 15 or more, Position 5-10

Walking--First Impression

1. Alice Adams On quick observation she seemed most businesslike.
2. Betty Baker Depending on the job of course but she just might come on too strong for some men.
3. Carol Carter Primarily same as number 1.
4. Doris Daley Because of her size. A young girl who is overweight raises questions - is she unconcerned about appearance - not motivated to lose weight. - Chances are there are others with comparable skills so I would save her for last choice.

Listening--Credential Review

1. Alice Adams Skills, poise - academic record
2. Carol Carter Because of skills - would like more minorities in our work force and she is better than many who apply.
3. Betty Baker Skills should be better if she is competing for a job as a secretary.
4. Doris Daley Personal appearance and lesser skills than can be obtained in today's market.

Talking--Oral Communication--Final Decision to Hire

1. Alice Adams Skills, poise, grades, desire to be among people
2. Carol Carter Skills are OK - overweight
3. Betty Baker Lower skills than can be obtained from other high school grads.
4. Doris Daley Appearance, lower skills
PERSONNEL DIRECTOR CASE STUDY #7

Female, 20-30, 1000 or more, Personnel Work 0-5, Position 0-5

Walking--First Impression

2. Carol Carter  Poise, general appearance a little stiff.
3. Alice Adams  Not much enthusiasm, appearance neat.
4. Doris Daley  Lazy, unenthusiastic approach.

Listening--Credential Review

1. Carol Carter  Based on initial approach to interview, combined
   with facial expressions while listening and
   academic achievement, typing skills, etc.
2. Alice Adams  Although her first approach was somewhat unen-
   thusiastic, her academic skills and outside
   activities shows potential.
3. Doris Daley  Academic skills were somewhat below average. Not
   much outside activity which would indicate a
   slacker.
4. Betty Baker  Mainly on school (academic) records.

Talking--Oral Communication--Final Decision to Hire

1. Carol Carter  Mainly based on academic skills. Fairly well
   poised. Did not speak as well or offer much to
   the conversation. However, I feel she would
   best fill the position of clerk-typist.
2. Alice Adams  Academic skills were above the average which is
   necessary for a clerk-typist. Poised.
3. Doris Daley  Feel skills are too low for a good clerk-typist.
   Whole approach was too lazy.
4. Betty Baker  Academic skills too low. For clerk-typist posi-
   tions we require a minimum of 50 wpm. Looking for
   excitement-might find clerk-typist job boring.
PERSONNEL DIRECTOR CASE STUDY #8

Male, 30-40, 1000 or more, Personnel Work 5-10, Position 0-5

Walking--First Impression

1. Betty Baker Neat, confident, personality would fit well in public contact areas. Should be accepted by most supervisors.
2. Carol Carter Poised - friendly - neat, but not as effective in impressing others with her personality - a little heavy.
3. Doris Daley Neat - may be a long term health problem-weight
4. Alice Adams Nervous - tense - may have difficulty with pressure - may need too much.

Listening--Credential Review

1. Carol Carter Speed, grades and part time experience very good. Gumption to purchase her own car. Activities Hi.
2. Alice Adams Speed good, grades OK - Work experience not as good. Living with father only? (Not clear) Activities moderate.
3. Doris Daley Fair grades - Lower speed. Less experience Activities - Low. Lives with mother only??

Talking--Oral communication--Final Decision to Hire

1. Alice Adams Be with different people. Bowls once or twice a week - goes with friends. Participates actively-good skills - seems to grasp problems and "comes on" well. After initial hesitancy, could possibly be better in self direction or independent functioning. Reasonably mature for age
2. Carol Carter Higher voice - not too good on projection, but participates. Good skills but a little more reserved than Adams. Could be a very good candidate, but may need more direction or heading. Mature for age.

3. Doris Daley Liked to be with friends. Loyal to team. Tries to study rules of game. Only fair skills. Suited for routine, closely delineated duties, and may be too much of a drone for effective interaction or independent work.

4. Betty Baker Doing something different - does not go frequently - does not come to point. Dissociated or dense - does not appear to be stable or able. Low skills. May be overly social at work.
PERSONNEL DIRECTOR CASE STUDY #9

Male, 50-60, 1000 or more, Personnel Work 15 or more, Position 15 or more

Walking--First Impression

1. Betty Baker  Personal appearance, at ease attitude, receptive to interviewer.
3. Doris Daley  Nice appearing - neat - clean - on the plump side - little apprehensive.
4. Carol Carter  Nice appearing, little shy, and apprehensive.

Listening--Credential Review

1. Alice Adams  Good school grades in filing and office machine techniques. Good typing skills - volunteer work indicative of good attitude, co-operation.
2. Carol Carter  Good typing skills, good grades in 1) Filing 2) Use of office machines. Interested in civic and political affairs - a good attitude toward people.
3. Betty Baker  Typing skills fair, as is filing and use of other equipment - little experience.
4. Doris Daley  Typing skills not too good, filing and use of other equipment not good.

Talking--Oral Communication--Final Decision to Hire

2. Betty Baker  Skills not up to par, but attitude in general and with proper direction would measure up in my judgement. Good attendance - school.
3. Doris Daley  Skills fair - gave good response to activities. Some volunteer work - good sign like office work. Good attendance school record

4. Carol Carter  Skills very good but responsive poor. May find it difficult to adjust to her co-workers. School attendance record - good.
PERSONNEL DIRECTOR CASE STUDY #10

Male, 40-50, 1000 or more, Personnel Work 0-5, Position 0-5

Walking--First Impression

3. Carol Carter  Seemed to lack self-confidence.
4. Doris Daley  Weight could be health problem.

Listening--Credential Review

1. Alice Adams  Skills - above average. Good wholesome outside activities.
2. Carol Carter  Skills - above average. May become too involved with politics.
4. Doris Daley  Skills below average.

Talking--Oral Communication--Final Decision to Hire

1. Alice Adams  Easy expression - pleasant and self-confident.
2. Carol Carter  Good expression but hesitant.
4. Betty Baker  Manner of response is very awkward.
PERSONNEL DIRECTOR CASE STUDY #11

Male, 30-40, 1000 or more, Personnel Work 0-5, Position 0-5

Walking--First Impression

2. Alice Adams  Appeared well groomed - pleasant.
3. Carol Carter  Overweight
4. Doris Daley  Overweight

Listening--Credential Review

1. Carol Carter  Skills good. Some related volunteer experience 3 yrs. of H.S. business courses.
2. Alice Adams  Good skills - some knowledge of office through trips
3. Betty Baker  Average skills. Has done some volunteer typing. Did have 3 years of business prep -
4. Doris Daley  Average skills. Some related volunteer experience, but not too heavy.

Talking--Oral Communication--Final Decision to Hire

1. Doris Daley  Good logical reasoning. Could explain her likes and why.
3. Carol Carter  Reasonably logical in ideas
4. Alice Adams  Was saying what she thought she should say
PERSONNEL DIRECTOR CASE STUDY #12

Female, 20-30, 1000 or more, Personnel Work 0-5, Position 0-5

Walking--First Impression

2. Alice Adams  Didn't move as quickly as 1st preferred applicant.
3. Carol Carter  Overweight
4. Doris Daley  Most overweight

Listening--Credential Review

1. Alice Adams  Seemingly good physical condition and above average typing skills.
2. Carol Carter  On basis that wouldn't pass physical because of overweight condition. Could have been #1.
3. Betty Baker  Poor to average skills
4. Doris Daley  Poor to average skills and overweight

Talking--Oral Communication--Final Decision to Hire

1. Alice Adams  Skills, pleasant appearance and seemingly well-rounded.
2. Betty Baker  Again, would need to give this applicant 2nd consideration due to other two applicants being overweight.
3. Carol Carter  Because this applicant could not pass our physical, she receives 3rd consideration. Again could be #1 with qualifications.
4. Doris Daley  Would not pass company physical and also typing skills are not as good as Alice Adams.
PERSONNEL DIRECTOR CASE STUDY #13

Female, 40-50, 1000 or more, Personnel Work 0-5, Position 0-5

Walking--First Impression

1. Betty Baker Neat appearance, confident walk and approach, and pleasant facial expression.
2. Carol Carter An assured approach, neat appearance and pleasant smile.
4. Doris Daley Neat appearance, but overweight. Might not pass physical requirements in medical examination.

Listening--Credential Review

1. Alice Adams Very alert and attentive throughout interview. Has good skills to offer.
2. Carol Carter Good skills and good grades plus some work experience. Alert and attentive to interviewer.
3. Betty Baker Skills are only fair. Applicant's response to interviewer not audible at end of interview.
4. Doris Daley Skills are fair. Attentive but not too interested.

Talking--Oral Communication--Final Decision to Hire

1. Alice Adams Has good skills, alert and attentive to interviewer. Good appearance.
2. Carol Carter Has good skills, quiet manner and answered interviewer's questions well.
3. Betty Baker  Her skills are mediocre. Speaks enthusiastically about activities but was a little sloppy with her grammar. Her hair is longer than it should be for office.

4. Doris Daley  Good speaking voice and expressed herself well. However, her skills are mediocre and her weight might be a problem medically.
PERSONNEL DIRECTOR CASE STUDY #14

Female, 40-50, 1000 or more, Personnel Work 5-10, Position 0-5

Walking—First Impression

3. Carol Carter  Pleasant, outgoing smile.
4. Doris Daley  Too heavy for Co. physical.

Listening—Credential Review

2. Alice Adams  Good skills and grades. 2nd to #1 because appears slightly less interested in business. Listened attentively to interviewer.
3. Betty Baker  Very fair skills
4. Doris Daley  Wouldn't hire with D's in filing and office machines - they are basic to all our jobs.

Talking—Oral Communication—Final Decision to Hire

2. Carol Carter  Good grades and skills. More shy than Alice; doesn't express self easily. Pleasant personality, good potential. Spanish race strong + factor, might sway to #1.
3. Doris Daley  Expressed self well
4. Betty Baker  Didn't express self well "you know" "yca" Little potential.
PERSONNEL DIRECTOR CASE STUDY #15

Male, 20-30, 500-1000, Personnel Work 0-5, Position 0-5

Walking---First Impression

2. Alice Adams  Pleasant
3. Doris Daley  Posture could have been improved.
4. Carol Carter  No real reason - difficult aspect to judge.

Listening---Credential Review

1. Betty Baker  Showed pleasant expression. Showed attention to speaker.
3. Doris Daley  Quite plain, showed very little expression.
4. Alice Adams  Glanced frequently when interviewer made a mistake - no change in emotion.

Talking---Oral Communication---Final Decision to Hire

1. Carol Carter  Short answers - best answered questions - seemed interested - qualifications look good.
2. Betty Baker  Really didn't say much in response. Good appearance and seemed like she could get along well with others.
4. Doris Daley  Seemed like a plain Jane type (stereotype). D in filing and office machines
PERSONNEL DIRECTOR CASE STUDY #16

Male, 20-30, 500-1000, Personnel Work 0-5, Position 0-5

Walking--First Impression

2. Carol Carter Friendly expression on her face.
3. Doris Daley Didn't smile.
4. Alice Adams Didn't look as neat as possible.

Listening--Credential Review

2. Alice Adams Good grades.
3. Doris Daley Grades and skill not as good but business courses were favorite.
4. Betty Baker Grades and skill, no special interest shown in business.

Talking--Oral Communication--Final Decision to Hire

1. Carol Carter Carol is soft spoken and seemed nervous, but her answers were direct along with her two A's and 3 yrs. in Business.
2. Alice Adams Alice's answers were not as direct as Carol's. She did find a lot of time for her bowling. Good grades are important - it shows motivation.
3. Doris Daley Doris answered her questions with firmness, but her grades are lacking.
4. Betty Baker Betty didn't speak as well as any of the others, and all information had to be drawn out. Grades are lacking.
PERSONNEL DIRECTOR CASE STUDY #17

Female, 20-30, 500-1000, Personnel Work 0-5, Position 0-5

Walking--First Impression
1. Betty Baker  Alert, attractive
2. Alice Adams  Attractive, neat appearance.
3. Doris Daley  Neat.
4. Carol Carter  Not quite as neat in appearance as No. 3.

Listening--Credential Review
1. Alice Adams  Combination of skills, experience and appearance.
2. Carol Carter  Skills and experience.
4. Doris Daley  Skills, experience and appearance.

Talking--Oral Communication--Final Decision to Hire
1. Alice Adams  Skills, experience, appearance.
2. Carol Carter  Skills, experience.
4. Doris Daley  Skills, appearance.
PERSONNEL DIRECTOR CASE STUDY #18

Female, 20-30, 100-500, Personnel Work 0-5, Position 0-5

Walking—First Impression

1. Betty Baker Displays some poise and confidence and pleasant personality in attitude.
2. Alice Adams Same as for #1, only not as much poise.
3. Carol Carter A little shaky and insecure in expression.
4. Doris Daley Seemed apologetic on handing typing test to interviewer.

Listening—Credential Review

1. Alice Adams Personality, better experience than other 3, seems more outgoing than #2.
2. Carol Carter One question as to Bus. Ed. major course-work would question whether or not she would want to teach as opposed to being a sec'y in an office situation.
3. Betty Baker Not really much of a difference between 3 & 4 with the exception of personality, on the surface in any case.
4. Doris Daley Seems to have average interest and grades - only 10th grade typing other than Jr. and Sr. year business courses.

Talking—Oral Communication—Final Decision to Hire

1. Alice Adams On the basis of skills, attitude, interest in her activity, and the idea that she would adjust to an office situation with more ease than C.C.. She would seem to want to work.
2. Carol Carter The only reason I would consider as second choice is the personality. The skills and interest are pretty much the same as A.A. but she seems to lack the self-confidence.
3. Doris Daley  She seems to be a watcher, middle-of-the-road average. Everything is "good, fair, as much as I can" there is a lack of initiative and interest in things.

4. Betty Baker  No poise or maturity, typical teeny bopper, can't speak on an intelligent level about her activity without using "wow" and other similar terms. Wouldn't want her in an office answering phones like that.
PERSONNEL DIRECTOR CASE STUDY #19

Male, 50-60, 1000 or more, Personnel Work 15 or more, Position 0-5

Walking--First Impression

1. Betty Baker  1) Good poise 2) Physical appearance, and as we like - energetic, attentive, and conforms with our medical objectives.

2. Alice Adams 1) Poise not as good as Betty Baker; lower physically, otherwise she looked like a good "probable."

3. Carol Carter Weight problem. Pleasant smile, however central focus to weight.

4. Doris Daley No matter what, the young lady's physical weight would overshadow any other qualities.

Listening--Credential Review

1. Carol Carter Good eye attention. Varied reaction good--If I had not seen her wgt. or if I know that wasn't a problem, I would take her.

2. Alice Adams Eye attention not too good. I would consider her as a choice. She did have good abilities--per script.

3. Doris Daley This applicant didn't seem too serious about her shortcomings however, not as apparent as Baker. Fair eye attention.

4. Betty Baker This girl would be a 4. Attention was good, however: Everything seemed a "big joke." Poor segments of her talents as well or good.

Talking--Oral Communication--Final Decision to Hire

2. Alice Adams  Eye attention not too good. Diction not too bad. Seems to be over sensitive to others when talking.

3. Doris Daley  Clear voice, but not as distinct and deliberate as Carol Carter.

PERSONNEL DIRECTOR CASE STUDY #20

Female, 20-30, 1000 or more, Personnel Work 0-5, Position 0-5

Walking--First Impression

1. Alice Adams  By appearance, seemed more serious and perhaps more mature than Miss Baker.

2. Betty Baker  I would definitely consider Miss Baker as an excellent possibility, but seems a little less mature than Miss Adams.

3. Carol Carter  Would most likely not meet the medical standards for employment. Overweight.

4. Doris Daley  Would not meet our medical standards. Overweight. The medical standards are set by our corporation medical director.

Listening--Credential Review

1. Alice Adams  She has good skills, good attendance, lives within 10 miles of the company.

2. Carol Carter  She seems to have good skills, seems actively interested in her business courses, and has had closer experience to actual office practices than the other applicants.

3. Betty Baker  I would still consider Miss Baker, but her skills do not appear to be as good as those of two of the other applicants.

4. Doris Daley  She has the least experience, skills other than Miss Baker, also her appearance is against her.

Talking--Oral Communication--Final Decision to Hire

1. Alice Adams  On the four basic points that we try to judge an applicant on, appearance, attitude, attendance, and ability, Miss Adams seems more qualified.
2. Carol Carter  Miss Carter seems to be a well qualified applicant with a clean, neat appearance. I would try to see if she would meet our medical standards.

3. Betty Baker  Her skills are only average, but she seems to have a good appearance.

4. Doris Daley  Miss Daley would not meet our medical standards, her skills are only average.
PERSONNEL DIRECTOR CASE STUDY #21

Female, 30-40, 500-1000, Personnel Work 0-5, Position 0-5

Walking--First Impression

1. Betty Baker Her poise and apparent self confidence.

2. Doris Daley Carried herself well--for her size--not as relaxed as Betty Baker.

3. Alice Adams Carried herself nicely, but her leaning on the desk--too informal--made a difference.

4. Carol Carter Appeared somewhat more ill at ease than the other applicants.

Listening--Credential Review

1. Alice Adams Excellent grades - alert, pleasant. Good

2. Betty Baker Grades would meet our minimum standards, appears to have personality - good attendance record.

3. Carol Carter Excellent grades--somewhat ill at ease.

4. Doris Daley Grades would meet our minimum requirements - pleasant looking.

Talking--Oral Communication--Final Decision to Hire

1. Alice Adams Spoke clearly, concisely with personality.

2. Carol Carter Rather soft spoken, but had good grammar usage.

3. Doris Daley Spoke fair. She was relaxed.

4. Betty Baker Did not show good language usage.
BUSINESS EDUCATION TEACHER COE CASE STUDY #1

Male, 30-40, 1000 or more, Teaching 10-15, Position 5-10

Walking--First Impression

1. Betty Baker Good, carriage, poise - overall demeanor!
2. Alice Adams Good - demeanor (overall), slouch in walking (dragging feet)
3. Carol Carter Appearance - overweight! Slouching - scraping feet while walking!
4. Doris Daley Appearance! Overweight!

Listening--Credential Review

1. Alice Adams Skills quite adequate. Appearance and overall demeanor very good at this point.
2. Carol Carter Skills quite adequate. However, appearance and overall demeanor not acceptable.
3. Betty Baker Skills not adequate relative to other applicants.
4. Doris Daley Skills not adequate relative to other applicants. Appearance and overall demeanor!!

Talking--Oral Communication--Final Decision to Hire

1. Betty Baker Good smile-very disarming personality-speaks well!! Polite. Answers questions well. Confident. Attitude displayed was good.
2. Alice Adams Engaging smile. Speaking voice good. Use of "Yeah" poor technique. Confident! Good attitude!
4. Doris Daley Diction poor. Spoke up, however!!
BUSINESS EDUCATION TEACHER COE CASE STUDY #2

Female, 20-30, 1000 or more, Teaching 5-10, Position 5-10

Walking--First Impression

2. Alice Adams Shows confidence, pleasant smile.
3. Carol Carter Pleasant smile, neat, but overweight.
4. Doris Daley Overweight, however, neat - lacks confidence.

Listening--Credential Review

1. Alice Adams Has good skills, nice appearance, she shows she is pleased with her abilities.
2. Carol Carter Although overweight, she seems to have the ability and could do a good job.
3. Betty Baker Fair grades and skills - still could be a good employee - appears to have a favorable personality.
4. Doris Daley No expression. Fair skills, overweight.

Talking--Oral Communication--Final Decision to Hire

1. Alice Adams Good skills, a little shy in answering the questions, but indicated she likes working with people.
2. Carol Carter (Yes - no answers - should avoid) With a little help, Carol could be a good employee. Good skills, lacks some confidence probably because of being overweight; pleasant voice.
3. Betty Baker Fair skills... if her skills and grades were better, I would probably hire her.
4. Doris Daley Average skills, lacks confidence, too shy.
BUSINESS EDUCATION TEACHER COE CASE STUDY #3

Male, 60 or over, 1000 or more, Teaching 15 or more, Position 0-5

Walking--First Impression

1. Betty Baker  
   **Smile - very business like.** Seemed to know what she wants -

2. Alice Adams  
   Speaks good - **not really pleasant.**

3. Carol Carter  
   Good - I would like to hear a response to answers.

4. Doris Daley  

Listening--Credential Review

1. Betty Baker  
   Same

2. Alice Adams  
   Same

3. Carol Carter  
   Same

4. Doris Daley  
   Same

Talking--Oral Communication--Final Decision to Hire

1. Alice Adams  
   Good school record. Very fine response to questions.

2. Doris Daley  
   Good response to questions.

3. Carol Carter  
   Too brief in her response.

4. Betty Baker  
   She seemed to be carried away with her answers.
BUSINESS EDUCATION TEACHER COE CASE STUDY #4

Female, 20-30, 1000 or more, Teaching 0-5, Position 0-5

Walking--First Impression

2. Doris Daley  Walked straight and tall.
3. Carol Carter  Posture was fine. Seemed somewhat nervous.

Listening--Credential Review

1. Carol Carter  Best qualified and has own car.
2. Alice Adams  Good qualifications but does not have a car. Transportation may cause a problem.
3. Betty Baker  Fair qualifications, but others have more business courses.
4. Doris Daley  Since she is a fair student, there is somewhat of a chance involved.

Talking--Oral Communication--Final Decision to Hire

1. Carol Carter  Projects well. Answers questions promptly. Did not seem to initiate any answers. Since she has a car, she is my first choice.
2. Alice Adams  Communicates well. Offered own responses. Did more than just answer questions—good appearance.
3. Betty Baker  Many pauses in her conversation with the interviewer.
4. Doris Daley  —
BUSINESS EDUCATION TEACHER COE CASE STUDY #5

Female, 30-40, 1000 or more, Teaching 10-15, Position 0-5

Walking--First Impression

1. Alice Adams  I liked Alice's manner of presentation. She was pleasant, business-like in carriage.

2. Betty Baker  Betty ranks a close second, in my opinion. She, too was a good applicant.

3. Carol Carter  Seemed a bit shy.

4. Doris Daley  Has a weight problem.

Listening--Credential Review

1. Alice Adams  Alice seemed qualified with good school record. I still like her manner.

2. Carol Carter  Carol is very well qualified, too, and I would rank her a close second.


4. Doris Daley  Skills not as good along with part of weight problem.

Talking--Oral Communication--Final Decision to Hire

1. Carol Carter  Carol has the qualifications, plus she did a good job of responding to the questions asked.

2. Alice Adams  Alice's responses to questions were OK. Qualifications skill-wise are good.

3. Betty Baker  Pleasant manner in responding. Skills not as good as Alice and Carol, however.

4. Doris Daley  Good personality. Skills not as good.
BUSINESS EDUCATION TEACHER COE CASE STUDY #6

Female, 30-40, 1000 or more, Teaching 5-10, Position 0-5

Walking--First Impression

1. Doris Daley (Nos. 1 and 2 were very close.)
   ( )

2. Betty Baker ( In my judgment. )

3. Carol Carter Appeared to be very tense.

4. Alice Adams Manner of approaching interviewer was one of indifference.

Listening--Credential Review

1. Carol Carter (Obviously these two young ladies are more )
   ( )

2. Alice Adams (qualified in terms of skills acquired to date.)

3. Betty Baker Betty was selected as No. 3 since her skills were comparable to Doris, but she has a car.

4. Doris Daley Of the four applicants, Doris has the least to offer.

Talking--Oral Communication--Final Decision to Hire

1. Carol Carter Seems to be well-rounded person.

2. Betty Baker Good speech habits.

3. Alice Adams Had a tendency to be somewhat silly.

4. Doris Daley Unimpressive in terms of projecting herself while talking.
BUSINESS EDUCATION TEACHER COE CASE STUDY #7

Female, 20-30, 1000 or more, Teaching 5-10, Position 0-5

Walking--First Impression

1. Betty Baker She had the most pleasant expression. Her manner was one of calmness and poise.

2. Carol Carter She had a pleasant expression and seemed congenial.

3. Doris Daley Too heavy (overweight); seemed nervous (did not smile immediately).


Listening--Credential Review

1. Carol Carter Seemed the most qualified as far as skills and practical office experience.

2. Alice Adams Seemed as qualified as Carol Carter, only with less practical office experience.

3. Doris Daley Skills were indicated as fair and typing speed was 40. Practical office experience somewhat limited.

4. Betty Baker Seems the least qualified of the four and practical business experience was non-existent.

Talking--Oral Communication--Final Decision to Hire

1. Carol Carter Seems shy when speaking, but due to young age, I feel this can be developed. That is, she may overcome her shyness. Overall, she's the most qualified.

2. Alice Adams I had some difficulty in understanding her; she did not appear to be too shy; if anything, she appeared over-confident.
3. Betty Baker  Although her skills are fair, and there is no practical office experience, she had a likable personality.

4. Doris Daley  Skills were poor, however, her speech was good and answers were clear.
BUSINESS EDUCATION TEACHER COE CASE STUDY #8

Male, 30-40, 1000 or more, Teaching 5-10, Position 5-10

Walking--First Impression

2. Alice Adams Appearance.
3. Doris Daley Seemed pleasant, heavy.
4. Carol Carter Seemed nervous, heavy.

Listening--Credential Review

1. Carol Carter Lives close to job, seems well qualified.
2. Alice Adams Living with father would indicate some kind of problem.
3. Betty Baker Appearance still a big plus, skills are somewhat lacking however.
4. Doris Daley Appearance and skills or lack of the two traits.

Talking--Oral Communication--Final Decision to Hire

1. Carol Carter Best qualified!
2. Alice Adams Almost a toss-up with Carol Carter.
3. Betty Baker Nicest looking but lacks skills.
4. Doris Daley Has the least going for her in appearance, skills, and interview.
BUSINESS EDUCATION TEACHER COE CASE STUDY #9

Male, 50-60, 1000 or more, Teaching 15 or more, Position 10-15

Walking--First Impression

1. Betty Baker  Personal appearance and personality.
2. Alice Adams  Good personality.
3. Carol Carter  Personal appearance and 1st impression not too favorable.
4. Doris Daley  Overweight - might have a health problem.

Listening--Credential Review

1. Alice Adams  Good skills, appearance and personality. Club activities.
2. Carol Carter  Good skills - pleasant personality.
4. Doris Daley  Overweight, only fair skills.

Talking--Oral Communication--Final Decision to Hire

1. Alice Adams  Good speaking voice with a very good expression. Excellent appearing, well-rounded activities.
2. Carol Carter  Not expressive - mannerism.
4. Doris Daley  Not impressive voice and words.
BUSINESS EDUCATION TEACHER COE CASE STUDY #10

Male, 40-50, 1000 or more, Teaching 15 or more, Position 10-15

Walking--First Impression

1. Betty Baker  Good appearance
2. Alice Adams  Good appearance
3. Carol Carter  Somewhat overweight, school dress, pleasant facial expression.
4. Doris Daley  Overweight and inappropriate dress.

Listening--Credential Review

1. Alice Adams  Excellent skills
2. Carol Carter  Excellent skills
3. Betty Baker  Marginal skills
4. Doris Daley  Marginal skills

Talking--Oral Communication--Final Decision to Hire

1. Alice Adams  Good skills, good appearance.
2. Carol Carter  Good skills. Appearance that could improve with new wardrobe, and more clothes can be bought.
3. Betty Baker  Poor skills
4. Doris Daley  Poor skills
BUSINESS EDUCATION TEACHER COE CASE STUDY #11

Male, 40-50, 1000 or more, Teaching 15 or more, Position 5-10

Walking—First Impression

2. Carol Carter Rather poised.
3. Alice Adams Laid application down instead of handing it to interviewer.
4. Doris Daley Too heavy.

Listening—Credential Review

1. Carol Carter Good skills, indicates interest in business career.
2. Alice Adams Good skills. Educational background not spelled out as well as Carol.
3. Betty Baker Typing & other skills not quite high enough.
4. Doris Daley Skills not high enough.

Talking—Oral Communication—Final Decision to Hire

1. Alice Adams Very outgoing with her answers.
4. Carol Carter Not talkative.
BUSINESS EDUCATION TEACHER JOE CASE STUDY #1

Female, 20-30, 1000 or more, Teaching 5-10, Position 0-5

Walking--First Impression

3. Carol Carter  Dressed neatly but oversized.
4. Doris Daley  Size is not good for office position - dress not office wear because of size.

Listening--Credential Review

1. Carol Carter  Excellent skills and has had some on-the-job experience.
3. Betty Baker  Poor skills.
4. Doris Daley  Poor skills. Not office orientated even though she's had 3 years of business courses. Poor appearance.

Talking--Oral Communication--Final Decision to Hire

1. Alice Adams  Alice has good skills and seems to be outgoing and able to meet people.
2. Carol Carter  Carol has good office skills but lacks self-confidence. Inability to meet people.
3. Betty Baker  Poor skills - outgoing in manner.
4. Doris Daley  Poor skills - poor appearance.
BUSINESS EDUCATION TEACHER IOE CASE STUDY #2

Female, 30-40, 1000 or more, Teaching 5-10, Position 0-5

Walking--First Impression

1. Betty Baker   Smile
2. Alice Adams
3. Carol Carter   Smile
4. Doris Daley   Arm on desk

Listening--Credential Review

1. Betty Baker   Smile - grades only fair, but seems like a likable person.
2. Alice Adams   Good skills
3. Carol Carter   Afraid ? Good skills but just did not impress me.
4. Doris Daley   Overweight - only fair.

Talking--Oral Communication--Final Decision to Hire

1. Betty Baker   Seems to enjoy her work & she believed in it.
2. Doris Daley   She had (with her) low skill, but she was sure about her activity.
3. Alice Adams   Had to lead her on to answer.
4. Carol Carter   Poor eye contact.
BUSINESS EDUCATION TEACHER IOE CASE STUDY #3

Female, 40-50, 1000 or more, Teaching 5-10, Position 0-5

Walking--First Impression

2. Betty Baker  Neat - only businesslike in appearance.
3. Carol Carter  Overweight.
4. Doris Daley  Appearance due to being overweight was detrimental. Seemed child-like in walk and looks.

Listening--Credential Review

2. Carol Carter  Skills & bus. courses in school excellent.

Talking--Oral Communication--Final Decision to Hire

1. Alice Adams  Shows good ability and participating personality. Conclusion: Seems to be well-rounded person - would assume she would get along with co-workers - abilities good.
2. Betty Baker  Participates, enunciation poor. Conclusion: Will need training, has good qualities; personality active. Skills not for best opening, but would like as co-worker.
3. Carol Carter  Participates. Pleasant - would get her in job demanding skills but not ready to meet public.
4. Doris Daley  Sedentary. Does not show and indicate ambition. Seems to be satisfied with just enough to get by.
BUSINESS EDUCATION TEACHER IOE CASE STUDY #4

Female, 50-60, 1000 or more, Teaching 5-10, Position 5-10

Walking--First Impression

1. Betty Baker  Posture good - sat forward in chair as though eager.
2. Carol Carter  General overall appearance, plus alertness.
3. Alice Adams  Nice appearance but somewhat slow moving. Put arms on desk.
4. Doris Daley  Too heavy.

Listening--Credential Review

1. Carol Carter  Interest in business career displayed by choice of courses, plus teacher evaluation.
2. Alice Adams  Good skills - personality comes across well.
3. Betty Baker  Average skills
4. Doris Daley  Poor skills

Talking--Oral Communication--Final Decision to Hire

1. Alice Adams  An outgoing person, involved in group sports rather than spectator sports - should be able to work in office and still has very good skills.
2. Carol Carter  Personality does not come across too well. Probably a good worker.
3. Betty Baker  Prefers an activity which she does alone and not too often.
4. Doris Daley  Complete picture shows a person not too involved even in an activity she professes to enjoy as shown by her response that she understood only those rules she felt she should.
BUSINESS EDUCATION TEACHER IOE CASE STUDY #5

Male, 20-30, 1000 or more, Teaching 0-5, Position 0-5

Walking--First Impression


2. Carol Carter Neat, but a little too heavy. Pleasant facial expression.

3. Alice Adams Didn't look concerned.


Listening--Credential Review

1. Carol Carter Pleasant facial expressions. Skills - good Participation in certain activities.

2. Alice Adams Records show excellence in field, but her overall attitude seemed distant.


4. Doris Daley Low typing speed.

Talking--Oral Communication--Final Decision to Hire

1. Carol Carter Expressed herself well. Pleasant facial expression. Of course, records indicate or show she's a hard worker.

2. Alice Adams Even though records show excellence in major area, young lady seemed rather unconcerned & not that serious about getting the job.


4. Doris Daley Inactive.
BUSINESS EDUCATION TEACHER IOE CASE STUDY #6

Male, 50-60, 1000 or more, Teaching 15 or more, Position 10-15

Walking—First Impression

1. Betty Baker  General manner.
2. Alice Adams  Close to #1 choice.
3. Carol Carter  Good, but not have personality the other two seem to have.

Listening—Credential Review

1. Alice Adams  Typing skill excellent (important). Shows aptitude for office work.
2. Carol Carter  Excellent qualifications for office work. Aggressive, takes part in community. Intel-ligent looking young woman.
3. Doris Daley  Grades only fair.

Talking—Oral Communication—Final Decision to Hire

1. Alice Adams  About equal with Carol, would actually hire either.
2. Carol Carter  Best qualified actually, this is a hard decision.
3. Doris Daley  Grades & skill low.
BUSINESS EDUCATION TEACHER IOE CASE STUDY #7

Female, 20-30, 1000 or more, Teaching 0-5, Position 0-5

Walking--First Impression

1. Betty Baker  Dressed appropriately & very pleasant looking.
2. Alice Adams  Looked intelligent.
3. Carol Carter  Sloppy; does not give good image of company.
4. Doris Daley  Too heavy & sloppy; does not give good image of company.

Listening--Credential Review

1. Alice Adams  Very conscientious at school & might do best on job.
3. Carol Carter  Sloppy & not smart looking for office; attendance and grades not good.
4. Doris Daley  Attendance & record not good.

Talking--Oral Communication--Final Decision to Hire

1. Alice Adams  Very bright & can communicate very well.
2. Betty Baker  Attractive & intelligent.
3. Carol Carter  Cannot communicate very well.
4. Doris Daley  Too sloppy & cannot communicate.
BUSINESS EDUCATION TEACHER IOE CASE STUDY #8

Female, 20-30, 1000 or more, Teaching 0-5, Position 0-5

Walking--First Impression

2. Carol Carter  Neat in appearance.
3. Alice Adams  Sitting position was incorrect.
4. Doris Daley  Sitting position and appearance wasn't good.

Listening--Credential Review

1. Carol Carter  Has good typing ability and other skills. She's not engaged, may stay with company longer.
2. Alice Adams  Has good typing ability and a little experience.
3. Betty Baker  Has poor typing ability.
4. Doris Daley  Has poor typing ability.

Talking--Oral Communication--Final Decision to Hire

1. Carol Carter  Answered questions directly.
2. Betty Baker  Answered questions directly and pleasing personality.
3. Alice Adams  Eye attention not too good; Diction not too poor. Seems to be over-sensitive to others when talking.
4. Doris Daley  Does not seem to have initiative.
BUSINESS EDUCATION TEACHER IOE CASE STUDY #9

Female, 20-30, 1000 or more, Teaching 0-5, Position 0-5

Walking--First Impression

1. Betty Baker  Seems to be pleasant, neat in appearance.
2. Doris Daley  Overweight, but neat in appearance. Seemed to be pleasant.
3. Alice Adams  Lacked neatness in appearance.
4. Carol Carter  Lack of enthusiasm. Should have been a little neater.

Listening--Credential Review

1. Betty Baker  Has the enthusiasm that would help her to improve skills while on job. Personality is excellent.
2. Alice Adams  Educational background (grades)
3. Carol Carter  Educational background (grades)
4. Doris Daley  Personality, but skills lacking.

Talking--Oral Communication--Final Decision to Hire

1. Betty Baker  Very excited about her hobby.
2. Doris Daley  Excited about her hobby.
3. Alice Adams  Did not respond in an exciting manner.
4. Carol Carter  Lacked enthusiasm about her hobby.
BUSINESS EDUCATION TEACHER JOE CASE STUDY #10

Female, 20-30, 1000 or more, Teaching 0-5, Position 0-5

Walking--First Impression
1. Doris Daley  Seemed serious and ready for employment if hired. Appeared very neat.
2. Alice Adams  Not dressed very neat.
3. Betty Baker  Hair not in a very neat order.
4. Carol Carter  Grinned too much. In fact, looked as if at the giggling stage.

Listening--Credential Review
1. Doris Daley  Seems very interested. Listens attentively.
2. Betty Baker  Good intentions.
3. Alice Adams  Doesn't take interviewer seriously.
4. Carol Carter  Seems very nervous. Don't feel she would hold up under stress.

Talking--Oral Communication--Final Decision to Hire
1. Doris Daley  Answers questions direct and very well.
2. Alice Adams  Great enthusiasm.
3. Betty Baker  Doesn't look at interviewer when she talks.
4. Carol Carter  Does not show any personality or expression when she talks. Could not represent company well.
APPENDIX CC
AGE OF PARTICIPANTS BY CATEGORY
AND SEX

<table>
<thead>
<tr>
<th>Age Range in Years</th>
<th>Personnel Directors</th>
<th>COE Teachers</th>
<th>IOE Teachers</th>
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<td>Total F M</td>
<td>Total F M</td>
<td>Total F M</td>
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<td>11 5 6</td>
<td>10 8 2</td>
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NUMBER OF YEARS OF EXPERIENCE FOR THE PERSONNEL DIRECTORS, COE TEACHERS, AND IOE TEACHERS

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<thead>
<tr>
<th>Participant</th>
<th>0-5 years</th>
<th>5-10 years</th>
<th>10-15 years</th>
<th>15 or more years</th>
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### NUMBER OF YEARS IN PRESENT POSITION FOR THE PERSONNEL DIRECTORS, COE TEACHERS, AND IOE TEACHERS

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<th>10-15 years</th>
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