

**The Hireability of Recent College Graduates:
*The Impact of Varsity Athletics on the Job Screening Process***

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Abstract

This paper examines the weight of varsity athletics in the resume screening process for recent and soon-to-be graduates looking to enter the workforce. In particular, it evaluates how much weight a leadership position in varsity athletics carries compared to other factors (such as related internships, GPA and leadership in other extracurricular activities) in landing a job interview in the finance/banking and consulting fields. Quantitative results are inconclusive, while qualitative results demonstrate a positive weight on leadership in athletics in both consulting and finance/banking industries, with a greater weight in finance.

1. Introduction

When selecting job applicants, especially students right out of college who have little work experience, job recruiters have been known to rely on certain indicators to make inferences about potential hires. Given limited work experience, these indicators give recruiters a more holistic idea of how likely an applicant is to be a viable candidate. Brown & Campion (1994) deduced that an applicant's biographical data (biodata), otherwise known as his or her "work experience, education, activities and other life history information" is a crucial indicator of an applicant's abilities and attributes. The pair looked at the degree to which recruiters associated specific biodata items with the 6 attributes they were examining (language, math, physical (abilities), interpersonal, leadership and motivation), and found that there was a consistent, high degree of reliability on these attributes when looking at viable candidates. Furthermore, applicants were found much more attractive when their biodata's perceived attributes reflected those required by the job. Presently, biodata is consistently used to evaluate how likely a candidate is to succeed as an employee in a professional work setting.

A decade later, Cole et al. (2007) looked at the specific types of biodata that impact a recruiter's decision most when it came to making preliminary hiring decisions. They determined that a combination of key factors such as academic qualifications, work experience and extracurricular activities help distinguish the strong candidates from the weak. Even though strong academic qualifications (quantified by grade point average) seemed to have a strong effect on the recruiter's perception of employability, the joint influence of the three factors was more important than any individual factor alone. For example, if an applicant with strong academic qualifications had little work

experience and only a few extracurricular activities, he or she would still receive a positive employability rating. However, an applicant with extensive extracurricular background, low grades and little work experience would receive an equally positive rating. An applicant with high amounts of work experience and extracurricular activities but weak academic qualifications would receive a high positive rating, but a similar high rating would be given to a highly academically qualified and extracurricular enriched student with little work experience. The important conclusion drawn from this study was that the recruiting process was much more complex than imagined.

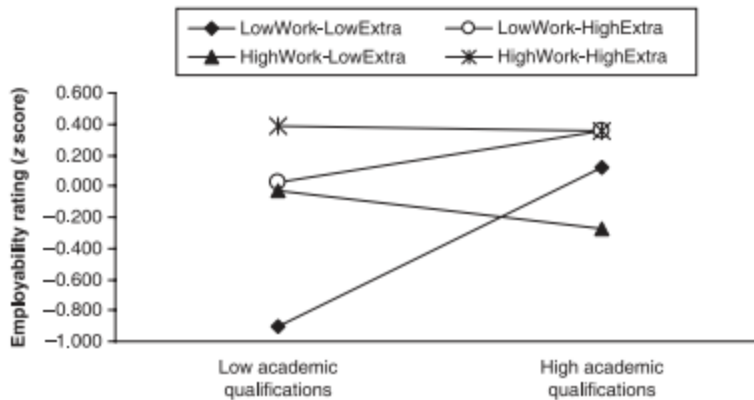


FIGURE 1. Interaction of Academic Qualifications x Work Experience (Work) x Extracurricular Activities (Extra) on Employability Ratings.

Source: Cole, M. S., Rubin, R. S., Feild, H. S. and Giles, W. F. (2007), Recruiters' Perceptions and Use of Applicant Résumé Information: Screening the Recent Graduate. *Applied Psychology*, 56: 334

Rubin et al. (2002) specifically examined extracurricular activity participation to determine whether or not it was truly linked to a high degree of interpersonal skill, motivation, and leadership in applicants that recruiters believed it to be. Their findings show that extracurricular involvement is in fact associated with stronger communication, initiative, decision-making, and teamwork skills. These results strengthens both Brown & Campion's argument on the reliability of biodata attributes as well as Cole et al's

emphasis on extracurricular participation as being crucial in the hiring process. Additionally, examination of Costa & McCrae's "Big Five" personality traits model, which has been interpreted as a model for understanding the relationship between personality and various academic behavior (Poropat, 2009) has led to research showing that extraversion, which examines sociability and assertiveness, is found to be positively correlated with recruiter's inferences for a strong candidate (Cole et al, Hays & Dunning 1997). Employers tend to target those who not only succeed academically, but also demonstrate leadership socially (Cariaga 1998).

In light of such, an applicant's varsity athletic participation is often considered by recruiters to be an indicator of desirable skills for the workplace. The desirable qualities of an athlete include, but are not limited to, ambition, competitive drive, discipline, perseverance, dedication and team loyalty (Long & Caudill 1991). An athlete in a leadership position (for example, a captain) can thus be perceived as just as desirable, if not more, than an applicant in another notable leadership position.

Long & Caudhill's (1991) found that participants of intercollegiate athletics in the 1980s did in fact receive higher incomes in their late 20s than the average non-athlete counterparts. Ewing's 1998 study on former high school athletes produced similar results, showing that former high school athletes are also more likely to be in jobs that are associated with better labor market outcomes than their non-athlete counterparts. However, despite the large amount of research done on the wage success of former athletes, there is very little data on the success rates of athletes versus non-athletes in the job application process.

The purpose of this paper is to examine the impact of highlighting athletic participation in the job application process and whether or not it leads to better outcomes for intercollegiate athletes than non-athletes. Specifically, this paper examines the resume screening process and which factors on the resume carry more weight than others in determining a callback for an interview for an entry level position. Given the positive character traits associated with athletics from previous research, and the desire for applicants with leadership (Brown & Campion 1994), a leadership role in a varsity sport should carry substantial weight in the resume screening process. The hypothesis of this paper is that a varsity sport leadership position will carry more weight in the resume screening process than other extracurricular leadership positions. Since determinations about a candidate based on resume information is a multi-layered process (Hakel et al. 1970), this paper specifically looks at how varsity athletic leadership compares in the three major résumé content areas for a recent graduate or soon-to-be college graduate's resume: the academic qualifications, work experience, and extracurricular activities. For simplicity purposes, this paper will specifically examine the consulting and finance/banking industries and evaluate the weights each industry gives to the each of the three content categories. These industries have not yet been analyzed for this research purpose, but are expected to give different weights from one another due to the different natures of their jobs and the desires for an applicant of best fit.

2. Methodology

In 1994, Brown & Campion conducted an experiment to evaluate how recruiters used biodata to make decisions. Specifically, they were looking at the accounting and sales industries. Brown & Campion created one page resumes that included details such as summer internships, company names, job titles and duties which were taken from actual resumes. Eight resumes were created for each job which alternated in holding constant two of the three following attributes: the levels of language, math and interpersonal¹. These resumes were submitted to 184 recruiters from 14 companies to be evaluated on three scales: “interest in interviewing the candidate”, “overall suitability of each candidate for the job”, and “rank order regarding their suitability for the job”. The first two were on a 4 point scale. The results showed a desire for high levels of math and interpersonal skills in the accounting industry (with a great need for math skills) and a desire for higher levels of language skills in the sales industry.

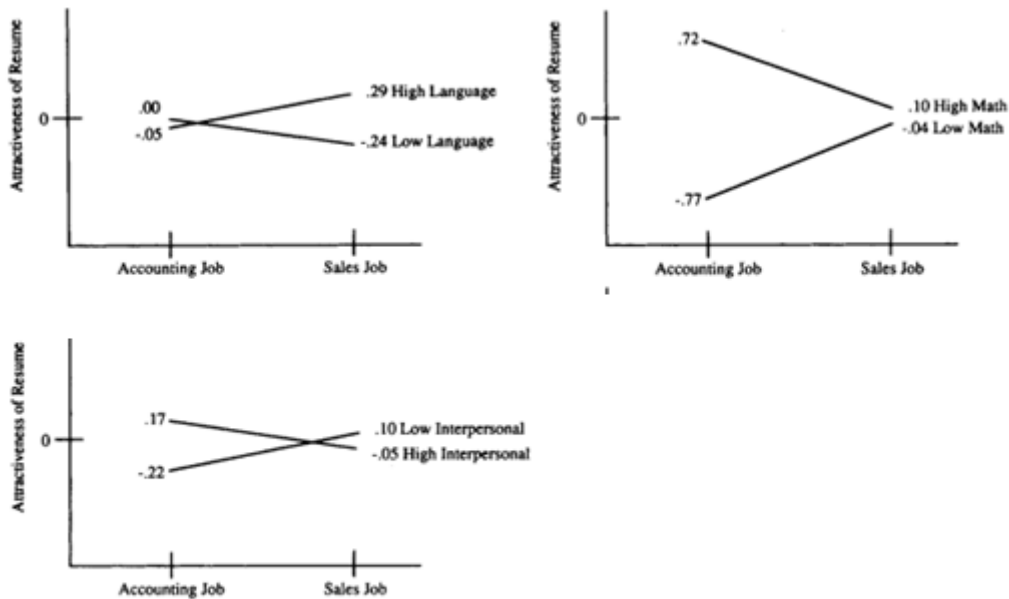


Figure 1. Plots of means showing interactions in Study 2: Differential attractiveness of resume attributes based on type of job.

¹ These first two attributes were determined by Brown & Campion as significant components for both accounting and sales industries while the last was significant for sales.

2.1 Set up

A similar resume constructing methodology was used in this experiment. Five college applicant resumes were compiled by pulling experiences from sample resumes of college career websites. These experiences were relevant to the fields of consulting and finance, rather than the sales and accounting industries that Brown & Campion studied. Each applicant had two internship experiences (in a finance or analytics related field), two on campus leadership experiences (one of which was a varsity sport for the athlete applicants), and a GPA ranging from 3.32-3.80. In addition to the three main areas being evaluated (work experience, leadership/extracurricular activities, academic qualifications - GPA), two language and three interests were listed at the bottom to see if they had carried or shifted any weight from the other components. Five versions of these 5 applicant resumes were created. Certain experiences were switched around in each version to control for the combination of independent variables listed in the next subsection. Recruiters were given a packet of one of the five versions and asked to rate the resumes on their likelihood giving the applicant an interview. The ratings were given on a scale of 1-5, with 1 being “Definitely not interview” and 5 being “definitely interview”. They were also asked to fill out a one page questionnaire briefly explaining the top three qualities that make the highest rated applicant most desired, why these qualities were desirable at their company, and the two least desired qualities that gave the lowest rated applicant the lowest ratings.

2.2 Variables

1. Applicant information

To control for bias, all five applicants were fictitious females with generic Anglo-Saxon names from the same college, in the same class and of the same major. The applicants Sarah Campbell, Meghan Stewart, Alison Russell, Kelly Price and Jennifer Hughes were all graduating seniors majoring in economics at Pomona College. All of their resumes were formatted exactly the same and carried the same amount of information. For the purpose of making the resumes look more realistic, each resume also had a mailing address and email (which was created in case a recruiter actually decided to contact one of the fictional applicants).

Athletes

Out of the five applicants, two were varsity athletes, with Meghan as an “individual” sport athlete (swimming), and Jennifer as a “team” sport athlete (soccer). This meant that they always had a leadership experience in their respective sport on their resume as a senior captain of their team, even when other applicants may have experienced rotations in their experiences throughout the different versions. This was implemented as a constant to more easily assess if this characteristic was an important factor across industries. Additionally, only two of the five applicants were expressed as athletes to prevent recruiters from seeing recognizable patterns that may skew their ratings. For example, previously four of the five applicants were athletes, which is a rare distribution in the job application process for the finance and consulting industries. This

could have illuminated the purpose of the experiment of evaluating athletic participation, and consequently altered the recruiters' ratings to be biased.

2. GPA differences

Even though the paper looks at the impact of varsity athletic participation, it is impossible to discount other influencing factors that may make this variable more or less salient. In particular, differences in GPA have consistently had an effect on the desirability of candidates, impacting other variables (Brown & Campion). Therefore, 5 different GPAs were used ranging from 3.32 to 3.80 through increments of .12, so that in a particular version, every applicant had a different GPA, and for each version, the same applicant would have a different GPA. This allowed for the GPA to act as a continuous independent variable.

3. Resume versions

In addition to GPA rotations, information from a selected category was shifted around randomly between applicants in each of the five versions to control for multicollinearity. These are the assignment of categories:

Version 1: original information (+GPA)

Version 2: extra-curricular activities (+ GPA)

Version 3: internships (+GPA)

Version 4: combination of extracurricular (+GPA)

Version 5: just GPA

3. Data

3.1 Data Collection

Since the response rate among employers for surveys tends to be low (10-15%), many venues for data collecting were explored. These include:

- 1. Direct email contact to HR recruiters of finance, consulting, and management companies*

The contact information of recruiters in the industries of finance, banking and consulting were collected through expired job postings listed on Pomona College's Career Development Website (Route 47). Employer profiles in the related industries were also explored in order to collect more contacts. These employers were then contacted via email and asked to participate in the experiment. They each received an attachment of the package and a description of the experiment. The exact details were not explained, but the research paper was expressed as examining "the hireability of college students in certain industries", and the survey was stressed as being short and very easy to complete.

- 2. Postings on LinkedIn to attract alumni participation*

A post titled "Know a College Recruiter for a Finance, Banking or Consulting Company who is Willing to Partake in a 5 Minute Survey?" was submitted on a number of Claremont College alumni groups on LinkedIn, asking for participation amongst alumni who work in the related fields.

3. Contacting friends employed in the related industries to pass on surveys to their HR recruiters

Friends in related fields were also contacted through social networks like Facebook. They were asked for their help in connecting to the HR department of their company, or for recommendations of others they knew in related fields of work.

4. Connecting to friends of friends in the industries of finance, banking and consulting through social networks like LinkedIn and Facebook

Friends of friends in related fields were also researched on social networks through searching specific finance, banking and consulting companies. A short request for participation that explained the project and its motivations was sent to unsuspecting friends of friends, with the hopes that they would respond and agree to contribute.

All of these surveys were distributed and collected via email on a Word document so that recruiters could easily complete the survey.

3.2 Data Analysis

There were both quantitative and qualitative data collected from the surveys. The quantitative data is the rating given to each resume examined, and the qualitative data include the descriptions of the three most desired traits of the highest scoring applicant and the two least desirable traits of the lowest scoring applicant. Different methods of evaluation were used for the different types of data.

Regression analysis was used on the quantitative data to determine the weight of varsity athletics in the resume screening process for the consulting and finance/banking

industries. Multiple linear regressions were run to determine which elements of the resumes had biggest effects on the recruiter's ratings. Each rated resume in the survey package was considered a single data point. For each resume, five variables were considered in the evaluation: rating, leadership, varsity athletics, GPA and related work experience. The dependent variable is the company recruiter's rating for each resume, based on likelihood of interviewing on a scale of 1-5. The data for GPA was represented by the actual GPA on the resumes. The varsity athletics component was binary, with a 1 if the applicant was a varsity athlete, and a 0 if she wasn't. The other two variables were quantified through more subjective means. In order to evaluate leadership, each extracurricular activity on each resume was evaluated out of a possible 2 and combined for a total potential score out of 4, with 1 representing low leadership and 4 representing high leadership. Experiences like captain, presidential positions, and being RA were considered to be high leadership positions and rated a 2, while experiences like being a tour guide were given a low leadership rating of 1. Others were considered medium level leadership activities and given 1.5. To evaluate related work experience, a score from 1 to 5 (5 – most related) was given to the internships experiences as a whole with respect to how much they related to the fields of consulting and banking & finance. The values assigned to the work experiences on each resume differed by industry and were assessed by the relation of the company, job position, and type of work performed to the field.

A tabulation method was used for the qualitative data. The comments from the screeners' surveys were examined and a scoring system was set in place that looked at the same variables as in the regressions, but with an additional "other" category. When analyzing the top 3 traits of the highest scoring applicant, 3 points were given to the first

trait mentioned, 2 points to the second, and 1 point to the last. If a described trait did not relate to GPA, related work experience, leadership or varsity athletic participation directly or explicitly, a subcategory under the “other” category would be created, and the points would go to that category. For quantifying the two least desirable traits of the lowest scoring applicant, a score of -2 was given for the lack of the first described trait, and -1 for the lack of the second². These scores were tabulated separately but considered together in the analysis of the qualitative evaluations.

This quantification of qualitative results was established to compare the differences between how the screeners rated the resumes and how they thought they would rate the resumes. These results should be useful in determining both the discrepancies between the two types of responses and the potential flaws of the weighing system for the quantitative resume rating data.

4. Results

4.1 Models for Quantitative Results (Resume ratings)

One model was used during regression analysis of the resume scores and two variations of the model were also examined for varsity versus non-varsity athlete effects.

The model examined the four variables as shown in the equation below:

$$\text{Rating} = \text{constant} + \beta_1\text{GPA} + \beta_2\text{relworkexp} + \beta_3 \text{ leadership} + \beta_4 \text{ varsathletics}$$

² Since the traits being considered by both categories of qualitative feedback are positive, only the absence of a trait can be scored for the least desirable traits, which is why the points are negative.

Three rounds of regressions for this model were run. The first regression analyzed all data collected, the second specifically looked at resumes reviewed by consulting firms, and the third looked analyzed data collected from finance & banking firms.

- i) The first variation of the model looked at the weight of GPA and related work experience when an applicant was an athlete, and when she was not.

$$\text{Rating} = \text{constant} + \beta_1 \text{GPA} + \beta_2 \text{relworkexp}, \text{ given varsathletics}=1;=0$$

This was used to evaluate whether or not the amount of weight on GPA and related work experience changed when an applicant was an athlete versus when she was not.

- ii) The second variation of the model is an extension of the first variation, where GPA, related work experience and leadership are all examined for differences in weight between athlete participants and non-athlete participants.

$$\text{Rating} = \text{constant} + \beta_1 \text{GPA} + \beta_2 \text{relworkexp} + \beta_3 \text{ leadership}, \text{ given varsathletics}=1;=0$$

4.2 Results

Model 1 Results

The results for the first model regressions are shown below. For simplicity, a graph comparing the weight of the variables by industry is included.

Results

Output	Coefficient	Std. Error	t	P> t	[95% Conf. Interval]	
All Data						
GPA	1.641241	0.46	3.59	0	0.74	2.54
relworkexp	0.156686	0.12	1.29	0.199	-0.08	0.40
leadership	0.048968	0.21	0.24	0.813	-0.36	0.46
varsathlete	0.117679	0.18	0.64	0.524	-0.25	0.48
Constant	-2.9166	1.97	-1.48	0.14	-6.80	0.97
Consulting						
GPA	1.764307	0.69	2.57	0.012	0.39	3.13
relworkexp	0.208017	0.24	0.85	0.399	-0.28	0.70
leadership	0.106184	0.34	0.31	0.757	-0.58	0.79
varsathlete	0.068027	0.27	0.25	0.804	-0.48	0.61
constant	-3.69737	2.83	-1.3	0.196	-9.35	1.95
Finance & Banking						
GPA	1.421657	0.68	2.1	0.04	0.07	2.78
relworkexp	0.088736	0.17	0.52	0.606	-0.25	0.43
leadership	0.170275	0.27	0.64	0.524	-0.36	0.70
varsathlete	0.042931	0.30	0.14	0.886	-0.55	0.64
constant	-1.89864	2.90	-0.66	0.515	-7.70	3.90

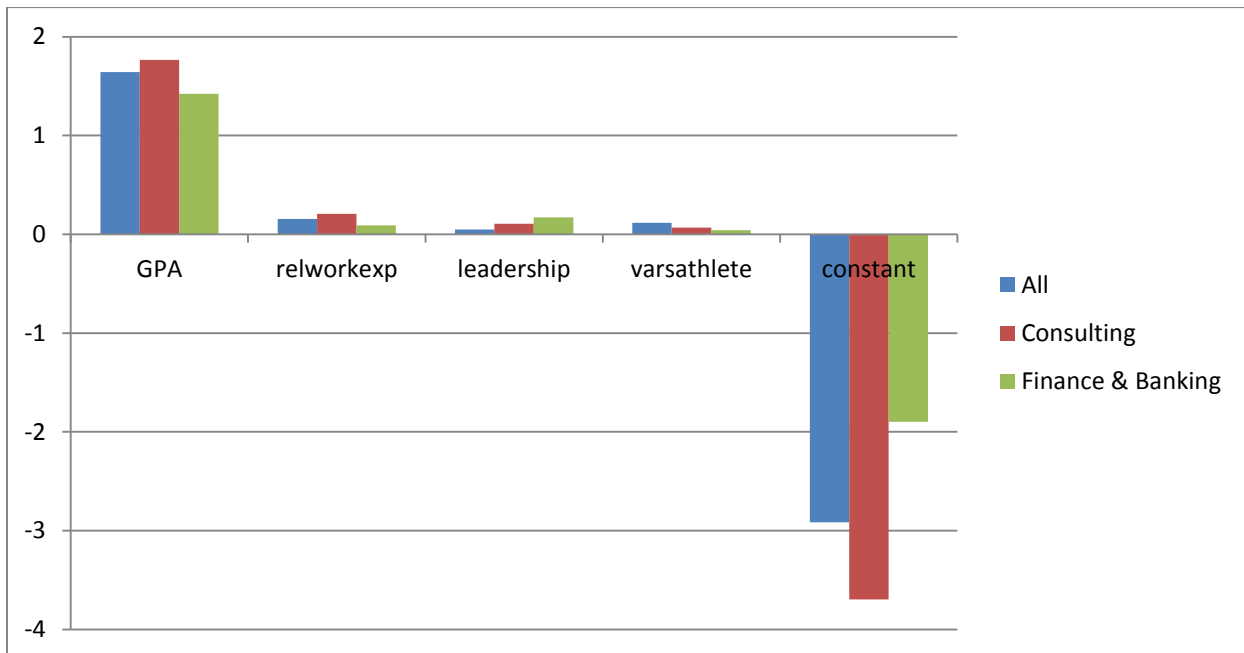


Figure 1: Comparison of correlation coefficients by industry

It is evident from the results that GPA seems to have the largest positive effect on landing an applicant a job interview. This variable is statistically significant at the 0.05 level for all three analyses. However, other variables do not seem to demonstrate as much statistical significance. Comparatively, related work experience seems to be much more important in consulting than finance & banking (more than twice as much) while leadership is more valued in finance & banking (almost twice as much). Interestingly, varsity athletics seems to carry less weight than any of the other variables when analyzing industries separately, but carries almost three times the weight of leadership when analyzing all data together. This is most likely due to the limited amount of responses collected for athlete resumes.

Model 1 Variation 1 Results

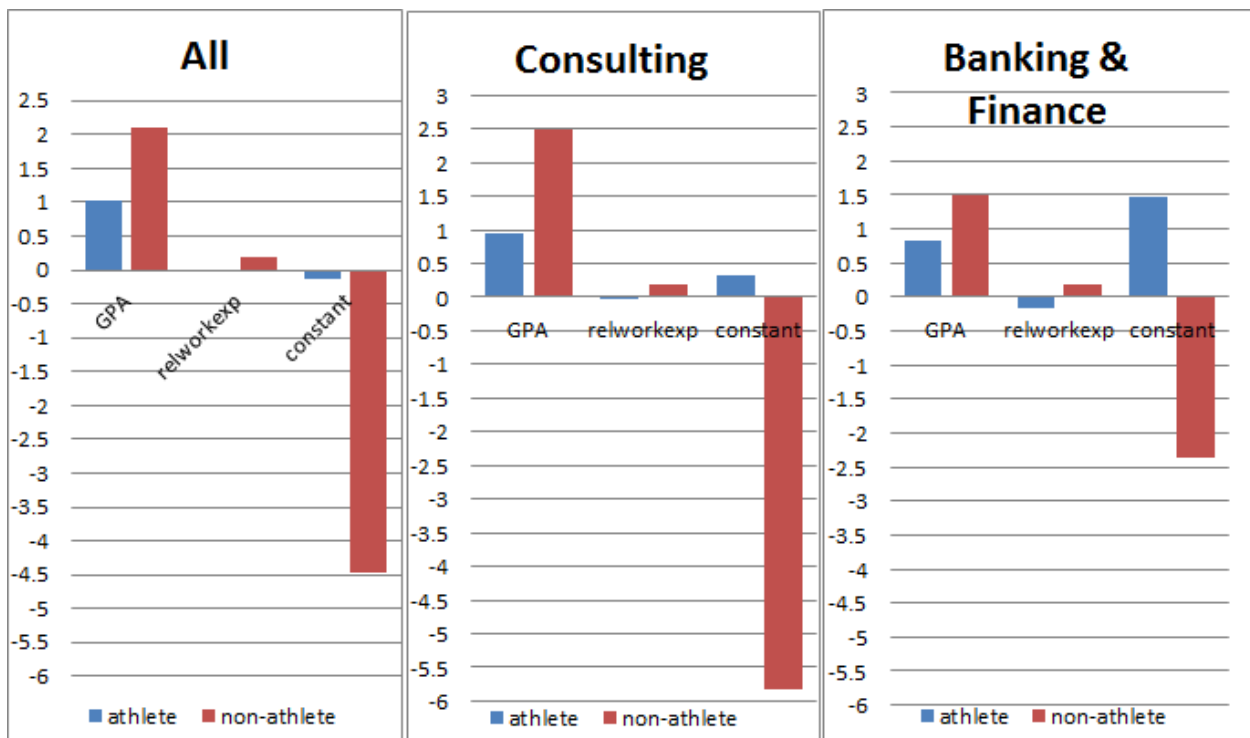


Figure 2 Correlation Coefficients of Variation 1

Results for model 2 show that, for both industries, GPA considerations carry more weight when an applicant is a non-athlete, especially in the consulting industry. Furthermore, related work experience has a positive weight for non-athletes while it carries a negative weight for athletes. Comparing between the two industries, results show that related work experience carries a greater negative weight in finance & banking than in consulting.

Model 1 Variation 2 Results

*Some bars are not present in the graphs below because their values are too small to be seen.

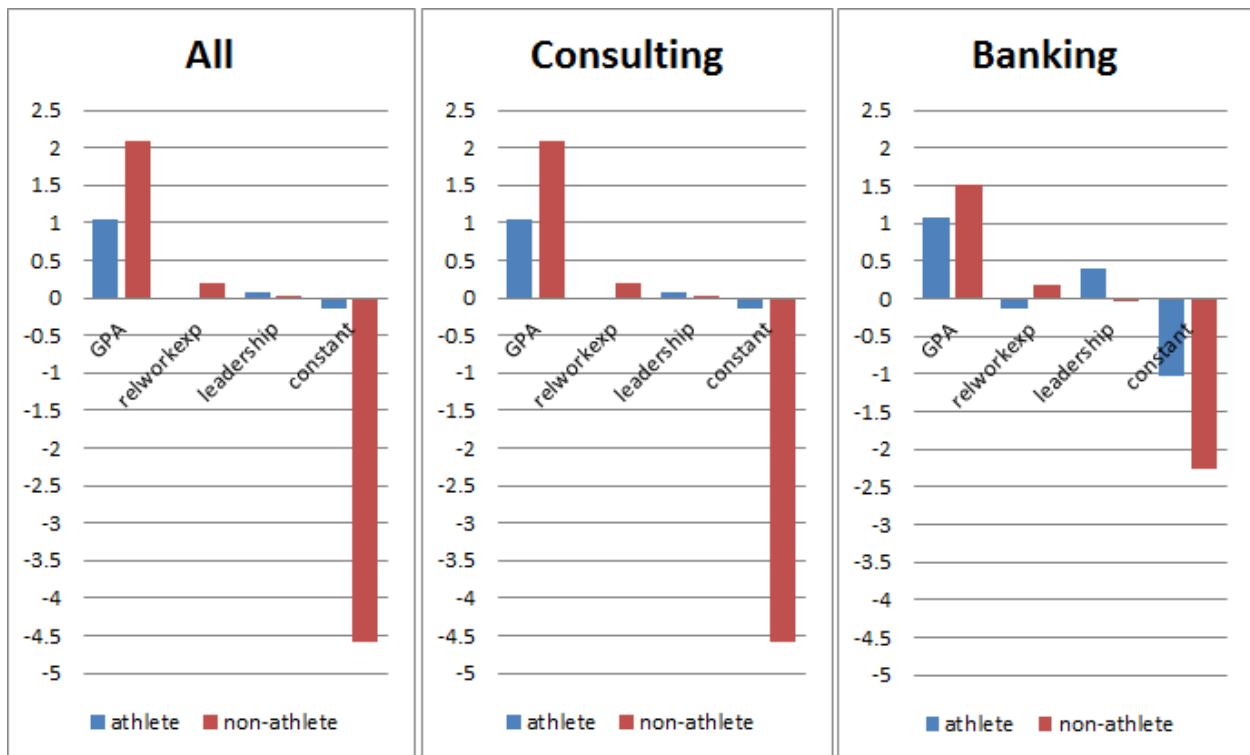


Figure 3 Correlation Coefficients of Variation 2

Like in model 2, GPA carries a greater weight when an applicant does not have athletic participation noted on her resume. However, with the introduction of the leadership variable, related work experience becomes more important for non-athletes

in consulting, and carries less negative weight for athletes in finance. The leadership variable itself carries a much greater positive weight for athletes in both industries, and even carries a negative weight for non-athletes in banking.

A chart of the data is included below for better numerical comparisons, as the data values are low and differences are difficult to distinguish in the graphs.

Table 1 Correlation Coefficients for Variation 1 and Variation 2

Variation 1								
all	athlete	non-athlete	Consulting	athlete	non-athlete	banking/finance	athlete	non-athlete
GPA	1.035969	2.093844	GPA	0.938625	2.491537	GPA	0.814411	1.509167
relworkexp	-0.02311	0.1929872	Relworkexp	-0.00128	0.176817	Relworkexp	-0.1676	0.1918414
constant	-0.14159	-4.467258	Constant	0.316955	-5.836418	Constant	1.474435	-2.372072
Variation 2								
all	athlete	non-athlete	Consulting	athlete	non-athlete	banking/finance	athlete	non-athlete
GPA	1.035969	2.089147	GPA	1.035969	2.089147	GPA	1.064225	1.513597
relworkexp	-0.02311	0.2027569	Relworkexp	-0.02311	0.2027569	Relworkexp	-0.1229	0.1916301
leadership	0.065866	0.0349301	Leadership	0.065866	0.0349301	Leadership	0.399933	-0.0333774
Constant	-0.14159	-4.596302	Constant	-0.14159	-4.596302	Constant	-1.02496	-2.273871

4.2 Models for Qualitative Results (Rating explanations)

Consulting		
Most Desired	Characteristics	Least Desired ³
10	Leadership	- 2.5
4	Leadership & Athletics	0
4.66 ⁴	Athletics	0
24.5	Related Internship Experience	-6.5
20.33	GPA	-7.5
7.5	Other program knowledge	-1.5
3	work descript: not just actions, but impact	-4
2.5	Interests	-1
1	international experience	0
2.5	well roundedness	-1
2	Languages	0
0	attention to detail	-2
	capitalizing on opportunity	-1

Table 2 Traits Tabulation for Consulting

³ Least desired trait meaning lack of desired trait negatively affects applicant’s rating

⁴ If one description expressed multiple desired traits, each trait would get an equal fraction of the point value

The tabulation of most desired and least desired traits for consulting is shown above. The scores from the top 3 most desired traits are on the left side, while the scores from the top 2 least desired traits are on the right. We can see that related work experience and (good) GPA are both important traits that will benefit an applicant if they are substantial on the resume, and hurt an applicant if they are lacking on the resume. Leadership seems to carry more of a positive effect, whereas lack of leadership does not penalize the applicant as much as other variables such as not being able to show the impact of one’s work in the work description. The inability to describe the impact of one’s work in her jobs is the third highest penalized trait in the industry of consulting. Finally, the traits of leadership in athletics and athletics on their own are not substantial, but when combined, they carry a weight almost equivalent to leadership on its own, demonstrating there is definite value in athletics as an extracurricular.

Finance & Banking		
Most Desired	Characteristics	Least Desired
9	Leadership	-2
5	Leadership & Athletics	0
6	Athletics	0
31	Related Internship Experience	-5.5
18.5	GPA	-3
2	Other measureable outcomes	-2.5
0.5	Languages	0
0.5	commitment to region	-1
0	technical skill	-1
0	attention to detail/formatting	-2
2.5	Extracurriculars	-4
4	building & creating things/effecting change	-1
2	Tenure	-1
1	diverse background	0

Table 3 Traits Tabulation for Finance

For finance & banking, similar results show in terms of which traits are the most important. However, a related internship experience is considered much more valuable in finance than in consulting. Results indicate that bankers consider having had a previous experience in banking or finance twice as valuable as good grades, which are important on their own. Demonstration of leadership also carries a positive weight, but the combination of athletics and leadership in athletics carries more (9<11). This supports the hypothesis that participation in varsity athletics is more valuable than other extracurricular activities, at least in the field of banking & finance. To further emphasize the importance of extracurricular activities, the lack of extracurricular participation negatively impacts an applicant’s resume, which may give additional value to athletics.

5. Discussion & Conclusion

The results from this paper resonate with previous papers in highlighting GPA, related work experience and leadership in extracurricular activities as important traits that benefit an applicant's resume in the job application process. However, results for the hypothesis that leadership in varsity athletics carries a big impact within extracurricular activities still remain inconclusive due to the lack of data that was collected. There were no statistically significant results on athletic participation or leadership from the quantitative data collected, but the qualitative explanations have shown that recruiters do consider leadership in athletics and varsity athletic participation important, sometimes more important than leadership in extracurriculars, as shown by qualitative responses from the banking recruiters³. In both industries, athletics is noted as being as being a favorable trait, but maybe not necessarily more important than related work experience or a good GPA in the resume screening process. Athletics may play a bigger role during the interview, where an applicant's values and soft skills are investigated to see if they align with what the organization desires. The results from this paper demonstrate that there is a clear desire for athletes, but the stage at which that athletic participation is investigated is perhaps not the resuming screening step.

What is interesting from the results is the discrepancy between what finance and banking recruiters evaluated as being important on the resume quantitatively⁴ (in order of significance: GPA, leadership, related work experience, varsity athletics) and what they described as being valuable qualitatively⁵ (related work experience (31), GPA

³ Table 5

⁴ Table 3

⁵ Table 5

(18.5), athletics⁶ (11), leadership (9)). This discrepancy does not exist as much in the consulting responses, but its occurrence in the finance responses may be due to the fact that most of the related work experiences on the resumes were finance or banking related. That makes the desire for related work experience, as expressed by the qualitative data, not as significant in helping determine how the resumes would be evaluated in this experiment, but rather for the general population. It could mean that if all applicants had strong finance and banking backgrounds, then GPA would be the most heavily weighted variable during the resume screening process. However, the lack of emphasis in leadership from the qualitative responses in comparison to the much more significant weight leadership carries in the actual resume review may demonstrate that recruiters in finance and banking are not as aware of the emphasis they put on leadership as they think.

Additionally, it is also interesting to note that GPA carries a greater weight for non-athlete resumes than athlete resumes for both industries, but especially in consulting⁷. Teamwork is consistently emphasized in the qualitative responses from consulting screeners, and this may demonstrate that being on a team or playing a sport will give you an edge over someone who has the same academic qualifications as you for a consulting position. Furthermore, related work experience is more heavily considered when an applicant is a non-athlete in both industries⁸, which may also highlight that athletes have an equally competitive resume even if they're lacking slightly in related work experience.

⁶ Includes leadership in athletics and athletic participation

⁷ Figure 3

⁸ Figure 3

Overall, the hypothesis was not supported through statistically significant means. However, analysis of qualitative responses shows that varsity athletics do carry some positive weight in the resume screening process for both industries. Like stated before, it is possible that varsity athletics play a more integral role in later steps in the recruiting process such as in the phone interview or the on-location interview. During interviews, applicants get to share their experiences, explain how they have acquired certain skills and demonstrate how these skills will help them perform the roles of the desired job. Applicants with memorable personal stories are also more likely to be remembered for certain characteristics in the job interview, so it is possible that an athlete applicant will have a higher likelihood of success in an interview given her experiences. It is recommended that significance of varsity participation and leadership is further investigated, particularly in the next steps of the interview process, but also re-examined in the resume screening process with more data.

Appendix

Model 1 Variation 1 Results, by industry

2 factors – GPA & Relevant Work Experience

Output	Coefficient	Std. Error	t	P> t	[95% Conf. Interval]	
ALL DATA						
Athlete						
GPA	1.035969	0.815834	1.27	0.21	-0.60112	2.67306
relworkexp	-0.02311	0.230345	-0.1	0.92	-0.48534	0.439106
constant	-0.14159	4.869831	-0.03	0.977	-9.91362	9.630443
Non-Athlete						
GPA	2.093844	0.617696	3.39	0.001	0.864823	3.322866
relworkexp	0.192987	0.133607	1.44	0.152	-0.07285	0.458823
constant	-4.46726	2.177659	-2.05	0.043	-8.80012	-0.1344
CONSULTING						
Athlete						
GPA	0.938625	1.355231	0.69	0.494	-1.84208	3.719331
relworkexp	-0.00128	0.765282	0	0.999	-1.57151	1.568944
constant	0.316955	3.98219	0.08	0.937	-7.85383	8.487734
Non-Athlete						
GPA	2.491537	0.829854	3	0.004	0.816824	4.16625
relworkexp	0.176817	0.185551	0.95	0.346	-0.19764	0.551273
constant	-5.83642	2.881594	-2.03	0.049	-11.6517	-0.02113
FINANCE/BANKING						
Athlete						
GPA	0.814411	1.143856	0.71	0.484	-1.55184	3.180657
relworkexp	-0.1676	0.347677	-0.48	0.634	-0.88682	0.551627
constant	1.474435	4.897133	0.3	0.766	-8.65606	11.60493
Non-Athlete						
GPA	1.509167	0.97368	1.55	0.13	-0.46555	3.483882
relworkexp	0.191841	0.203557	0.94	0.352	-0.22099	0.604675
constant	-2.37207	3.513502	-0.68	0.504	-9.49778	4.75364

Model 1 Variation 2 Results, by industry

3 factors – GPA, Relevant Work Experience & Leadership

Output	Coefficient	Std. Error	t	P> t	[95% Conf. Interval]	
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ALL DATA						
Athlete						
GPA	1.035969	0.815834	1.27	0.21	-0.60112	2.67306
relworkexp	-0.02311	0.230345	-0.1	0.92	-0.48534	0.439106
leadership	0.065866	0.644982	0.1	0.919	-1.22839	1.360116
constant	-0.14159	4.869831	-0.03	0.977	-9.91362	9.630443
Non-athlete						
GPA	2.089147	0.622117	3.36	0.001	0.851094	3.3272
relworkexp	0.202757	0.147301	1.38	0.173	-0.09038	0.495896
leadership	0.03493	0.215406	0.16	0.872	-0.39374	0.463602
constant	-4.5963	2.330918	-1.97	0.052	-9.23498	0.042373
CONSULTING						
Athlete						
GPA	0.692466	1.869781	0.37	0.714	-3.15092	4.535855
relworkexp	0.075352	0.872674	0.09	0.932	-1.71846	1.869159
leadership	-0.21065	1.079599	-0.2	0.847	-2.4298	2.008496
constant	1.763143	8.448543	0.21	0.836	-15.6031	19.12937
Non-athlete						
GPA	2.448483	0.84583	2.89	0.006	0.740294	4.156672
Relworkexp	0.25254	0.271762	0.93	0.358	-0.29629	0.801374
Leadership	0.148994	0.38714	0.38	0.702	-0.63285	0.93084
Constant	-6.39309	3.250796	-1.97	0.056	-12.9582	0.172025
FINANCE/BANKING						
Athlete						
GPA	1.064225	1.320788	0.81	0.429	-1.67492	3.803372
relworkexp	-0.1229	0.371257	-0.33	0.744	-0.89284	0.647046
leadership	0.399933	0.995366	0.4	0.692	-1.66433	2.464195
constant	-1.02496	7.974017	-0.13	0.899	-17.5621	15.51214
Non-Athlete						
GPA	1.513597	0.988165	1.53	0.135	-0.49248	3.519679
relworkexp	0.19163	0.206419	0.93	0.36	-0.22742	0.610683
leadership	-0.03338	0.306878	-0.11	0.914	-0.65637	0.589618
constant	-2.27387	3.675363	-0.62	0.54	-9.73526	5.187512

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