

İSTANBUL BİLGİ UNIVERSITY
INSTITUTE OF GRADUATE PROGRAMS
ORGANIZATIONAL PSYCHOLOGY MASTER'S DEGREE PROGRAM

THE EVALUATION OF THE RESUME CHARACTERISTICS SCREENING
PROCESS FOR NEW GRADUATES

İlkim ARIBAŞ BİLGİÇ
116634002

Assoc. Prof. İdil İŞİK

İSTANBUL

2020

The Evaluation of The Resume Characteristics Screening Process for New Graduates

Yeni Mezunların Özgeçmiş Özelliklerinin Görüntüleme Sürecinin Değerlendirilmesi

İlkin Arıbaş Bilgiç

116634002

Tez Danışmanı: Doç. Dr. İdil Işık İMZASI

Jüri Üyesi: Dr. Öğr. Üyesi Gergely Czukor İMZASI

Jüri Üyesi: Dr. Öğr. Üyesi Ece Kuzulu İMZASI

Tezin Onaylandığı Tarih : 12.06.2020

Toplam Sayfa Sayısı: 204

Anahtar Kelimeler (Türkçe)

- 1) Özgeçmiş Görüntüleme
- 2) Özgeçmiş Özellikleri
- 3) Özgeçmiş Değerlendirme
- 4) Yeni Mezunlar
- 5) İK Uzmanları

Anahtar Kelimeler (İngilizce)

- 1) Resume Screening
- 2) Resume Characteristics
- 3) Resume Evaluation
- 4) New Graduates
- 5) HR Professionals

*The task is not to see what has never been seen before,
but to think what has never been
thought before about what you see everyday.*

-Erwin Schrodinger

ACKNOWLEDGEMENTS

Thank you to my parents for their endless support during this long thesis process. I was able to write this thesis by their emotional support and motivation. Thank you very much, my dear family.

I am grateful for the patience, understanding, and support of my dear husband, Barış. This process was not easy, and you managed to soften it for us.

My dear thesis advisor Assoc. Professor İdil Işık, I would like to thank you for being there whenever I needed support, for not leaving my questions unanswered, and for helping me throughout the thesis process.

I would like to thank all of my colleagues, especially to Büke Dönmez, and Ceren Özel. They supported me by spending time despite their intense tempo whenever I consulted their ideas from the idea stage to the conclusion stage of the thesis. I am grateful for the fact that they helped me reach the participants that I could not reach during the data collection process, they shared their opinions, and they did not withhold their support.

Finally, I would like to thank my participants for the emergence of this work. This thesis completed thanks to your answers.

TEŐEKKÖRLER

Bu uzun tez süreci boyunca sonsuz destekleri için aileme, teşekkür ederim. Tezimi yazmamda motive edici manevi desteklerinin büyük bir yeri vardır. Teşekkürler sevgili ailem.

Sevgili eşim Barış'a gösterdiği sabır, anlayış ve destekleri için minnettarım. Bu süreç hiç kolay değildi ve sen bu süreci bizim için yumuşatmayı başardın.

Değerli tez danışmanım Assoc. Prof. İdil Işık'a her desteğe ihtiyacım olduğunda yanımda olduğu, sorularımı yanıtıız bırakmadığı ve yardımlarını esirgemediği için teşekkürler.

Tezin fikir aşamasından sonuç aşamasına kadar fikirlerine her danıştığımında yoğun tempolarına rağmen bana zaman ayırarak destek olan çalışma arkadaşlarıma özellikle Büke Dönmez ve Ceren Özel'e teşekkür ederim. Veri toplama sürecinde benim ulaşamadığım katılımcılara ulaşmamı sağladıkları, görüşlerini paylaştıkları ve manevi desteklerini esirgemedikleri için minnettarım.

Son olarak bu çalışmanın ortaya çıkmasını sağlayan katılımcılarıma teşekkürler. Bu tez sizlerin yanıtları sayesinde tamamlanabiliyor.

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ABSTRACT

Preparing the resume with accurate and sufficient information is considered a tricky process. Especially new graduates need guidance during the process due to a lack of experience. This study aims to examine the resume characteristics of new graduates in terms of importance given by Human Resources Management (HRM) professionals. Moreover, the relation between characteristics of HRM professionals (demographic information, and the level of work alienation), and importance given to resume characteristics of candidates are examined. Resume Characteristics Scale (RCS) is constructed to analyse which content and structure are found important than others. Multi-Dimensional Scaling (MDS) analysis conducted to RCS and series of correlation and t-test analysis are held between RCS segments, as well as individual items of RCS and HRM professionals' characteristics. According to the results, the employees who are aware of the importance of their job (resume screening), give more importance to items of must have in initial search and richness of content segments and give less importance to undesired content segment items than those who find their job boring and closed to creativity. Besides, some demographic characteristics like age, gender, experience, etc. of HRM professionals' also affect the importance attributed. For example, female professionals give more importance to full time and part-time work experience than males. Finally, the model also suggests a clockwise resume content order. The details of the results, the practical implications for new graduates, the contribution to literature, and the limitations of the study are detailed in the discussion section.

Keywords: resume screening, resume characteristics, resume evaluation, resume screening, new graduates, HRM professionals

ÖZET

Özgeçmişini doğru ve yeterli bilgi ile hazırlamak oldukça zor bir süreç olarak değerlendirilmektedir. Özellikle yeni mezunların deneyim eksikliği nedeniyle de bu süreçte yönlendirilmeye ihtiyacı olmaktadır. Bu çalışmanın amacı yeni mezunların özgeçmiş özelliklerinin İnsan Kaynakları Yönetimi (İKY) uzmanları tarafından incelenmesi ve bu özelliklerden hangilerine daha çok önem atfedildiğinin belirtilmesidir. Ayrıca bu önem ilişkisini İKY uzmanının özelliklerinin ne kadar etkilediği incelenmiştir. Bu özellikler çerçevesinde demografik bilgiler ve işe yabancılaşma düzeyi incelenmiştir. Özgeçmiş içerik ve yapısına dair atfedilen önem oluşturulan Özgeçmiş Özellikleri Ölçeği aracılığıyla incelenmiştir. Özgeçmiş özellikleri Çok Boyutlu Ölçeklendirme Analizi ile incelendikten sonra ölçeğin boyutları ve tek tek özgeçmiş özellikleri, İKY uzmanının özellikleri ile ilişkileri korelasyon ve t-testi yöntemleriyle analiz edilmiştir. Sonuçlara göre işinin (özgeçmiş elemesinin) öneminin farkında olan çalışanlar özgeçmişin ilk inceleme sırasında içermesi gereken maddelere ve içerik zenginleştiren maddelere işini sıkıcı ve yaratıcılığa kapalı bulan çalışanlardan belirgin şekilde daha çok önem verirken özgeçmişte bulunması gereksiz olarak belirtilen maddelere daha az önem vermişlerdir. Bunun yanı sıra, analizlere göre İKY uzmanlarının yaş, cinsiyet, deneyim gibi bazı demografik özellikleri de atfedilen önemi etkilemektedir. Örneğin, kadın uzmanlar erkeklere göre tam zamanlı ve yarı zamanlı iş deneyimlerine daha çok önem vermektedir. Son olarak, model aynı zamanda saat yönünde bir özgeçmiş sıralama önerisinde bulunmaktadır. Sonuçların detaylarına, yeni mezunlar için pratik uygulama önerilerine, çalışmanın literatüre katkısına ve kısıtlarına tartışma bölümünde detaylı olarak yer verilmiştir.

Anahtar Kelimeler: özgeçmiş özellikleri, özgeçmiş değerlendirme, özgeçmiş görüntüleme, yeni mezunlar, İKY uzmanları

CHAPTER 1

INTRODUCTION

Recruiters' initial impressions about candidates are constructed by their resumes (Knouse, 1994). Thus, it is essential how an applicant portrays a resume and which information are presented in it. It is more complicated and competitive for new graduates since they do not have expanded full-time work experience (Roulin & Bangerter, 2013). Resumes are representing candidate's knowledge, skills, abilities, and other personal characteristics obtained via education, job-related or non-job-related experiences (Roulin & Bangerter, 2013). On top of it, an evaluator with the relevant selection criteria, and personal point of view, leads the recruitment process, which starts with resume screening and evaluation of paper-based applications of candidates. There are many elements affecting resume construction as well as evaluation of new graduates' resumes. This research aims to understand the resume evaluation during the screening process of new graduates from the HRM professionals' point of view.

1.1. RESUME SCREENING

Selection criteria are different at every stage of a hiring process (Dipboye et al., 1975), which means that the sets of standards for resume screening and interview are different from each other (Reis et al., 1999). Resume screening is the most common worldwide selection technique utilized to create candidate pools (Derous & Decoster, 2017; Derous & Ryan, 2019). Consequently, the evaluation of the resume is the very first and critical stage of the hiring process (Reis et al., 1999). The resume is useful, and low-cost way to evaluate (Dipboye & Jackson, 1999, as cited in Wright et al., 2011, p. 274) candidate's strengths, success, interest, skills, work-related experiences (Ross & Young, 2005), motivation, personality, and job fit (Cole et al., 2007; Smart, 2004). Organizational, structural, and planning skills are also demonstrated in resumes even at entry-level positions (Brodey, 1983, as cited in Johnson & Lahey, 2011, p. 313).

Resumes are the organized, professional summary (Ross & Young, 2005) of a candidate that a self-marketing tool of the candidate in the eyes of the employer (Amare & Manning, 2009).

While it is widely agreed that resumes are necessary for most of the job applications, there is no consensus about the resume format or content that should have been included in resumes (Furbish, 2015; Ross & Young, 2005). It is because no one knows what exactly recruiters want to see in the resume; therefore, preparing resumes is challenging for candidates (Lovelace, 2001, as cited in Ross & Young, 2005, p. 154). Overall, candidates should display their skills and qualifications in an optimal way that meets the needs and expectations of employers to create favourable impressions as much as possible (Ross & Young, 2005; Varma et al., 2006).

Over the years, many studies conducted in terms of what should be the content, design, and structure of a resume (Augustin, 1991; Cole et al., 2007; DeKay, 2006; Derous et al., 2015; Dipboye et al., 1977; Hutchinson & Brefka, 1997; Kaufmann et al., 2015; Krings et al., 2011; Oliphant & Alexander, 1982; Ross & Young, 2005; Thoms et al., 1999; Woo et al., 2019). Since there are changes in employer demographics, job search processes, and industries over the years, most of the knowledge that accumulated about resume construction has become obsolete, and may not be valid anymore (Hutchinson & Brefka, 1997; Ross & Young, 2005).

1.1.1. Resume Characteristics

Resume characteristic is defined as resume content and structure in the current study. In this section, literature about resume content, length, and structure will be mentioned.

1.1.1.1. Resume Content

As mentioned earlier, which information is included to resume is very important. It should reflect one's strengths, interests, fit to the position, which ultimately affect the recruiter's opinion about the candidate. In such cases, both job-related (like education, experience) and non-job related (like attractiveness, age, gender) attributes play a role in the decision-making process. Even for new graduates, leadership abilities, team management skills, communication skills both in writing and oral, problem-solving skills, and creativity are what hiring managers desire to see in resume content (Engstrom, 2019).

1.1.1.1.1. Objective Statements and Cover Letters

The literature suggests including an objective statement that is brief, specific to candidate's position preferences, is necessary (Hutchinson & Brefka, 1997; Thoms et al., 1999; Woo et al., 2019). Recruiters prefer resumes with an objective career statement, which includes long-run plans (Harcourt & Merrier, 1991). Reed (1998) supported job-specific objectives, whereas Ryan (1997) supported career-specific objectives (as cited in Ross & Young, 2005, p. 155). On the other hand, a combination of career and job-focused objectives is more preferred than only career or job focused objectives (Ross & Young, 2005).

DeKay (2006) examined the cover letter's effect during pre-interview evaluations. According to results, no cover letter and one-sentence cover letter resulted in no invitation to the first interview. On the other hand, there is no difference between one and three-paragraph cover letters, and both result in an invitation to the first interview. Also, in the same study, the cover letter's content is investigated and resulted in showing or non-showing emotions in cover letters that do not make any difference.

Word choices are also crucial while writing statements. Woo et al. (2019) suggest that overused words and metaphors should be avoided while writing personal

statements such as “I knew I wanted to be an emergency physician when...”(p. 414) . These statements should be clear in meaning, fluid in understanding, and finally checked for errors by proofreading.

1.1.1.1.2. Photographs

The most visual item of the resume is obviously the photographs, which may alter the direction of evaluation. Photographs manifest candidates as young or old (Kaufmann et al., 2015), attractive or unattractive (Pingatore et al., 1994; Rooth, 2009), intellectual or not, and trustworthy or untrustworthy (Krys et al., 2016). For example, Kaufmann et al. (2015) reported that the older-appearing applicants are perceived as less healthy and fit so that their likelihood of being selected at the initial resume review is lower than younger-appearing candidates. On the other hand, a smiling photo could be evaluated differently as honest, intellectual, and trustful or vice versa, depending on the culture of the country (Krys et al., 2016).

Candidate attractiveness studies claim that applicants with average weight and attractiveness have more chances to get an invitation for the interview than their overweighted and less attractive competitors (Pingatore et al., 1994; Rooth, 2009). Specifically, obesity for women and attractiveness for men are the main drives for recruiters (Rooth, 2009). Grant and Mizzi (2014) showed resumes with photos (overweight vs normal weight), and position description (face-to-face vs on-phone positions) to their participant and ask to evaluate each resume. The result is supporting other studies that over-weighted candidates perceived as less employable, less healthy, and less attractive, regardless of position. Similarly, the attractiveness of candidates may govern invitation to interview (Dipboye et al., 1977; Maurer-Fazio & Lei, 2015), and it has more impact if the position requires public interaction (Quereshi & Kay, 1986). Moreover, if the candidate’s application quality (in terms of applicant’s grades, work experience, and achievements) is evaluated as moderate, HRM professionals assess the attractiveness of candidates. But if the application quality perceived as high

than attractiveness does not have a role in the evaluation process (Watkins & Johnston, 2000).

1.1.1.1.3. Demographic Information

In this section, studies about the primary demographic information of candidates and their evaluation by recruiters are mentioned.

a. Name

Names are carrying various implicit characteristics (Cotton et al., 2008). People perceive long male names as more moral and successful when the name is formal version (Mehrabian & Piercy, 1993). Also, shorter woman names are perceived as warmer, and unusual names are ranked as lower-class status compared to common names (Joubert, 1994). Moreover, old-fashioned women's names are perceived as lower status when compared to common and less familiar names.

In the recruitment context, if the candidate's name reflecting specific minority ethnicity and the resume does not contain enough information, recruiters inclined to reject the application (Derous et al., 2012). Another example is that candidates with young sounded name, and associated with modern activities are much more favourable in terms of job suitability than an old sounded name with associated with modern activities, and old sounded name with old fashioned activities (Derous & Decoster, 2017). Moreover, unique named candidates or names that are less similarly perceived candidates are rated as less hireable (Cotton et al. 2008).

b. Age

Including age or birthdate may alter the evaluation of the candidate as well. Recruitment studies about age reveal the negative tendency toward older applicants (Bendick et al., 1996; Fasbender & Wang, 2017; Finkelstein & Burke, 1998; Krings et al., 2011; Neumark et al., 2016). Although older applicants found warmer (Krings et al., 2011), and reliable (Bal et al., 2011), raters evaluate them less favourable during hiring. Moreover, recruiters tend to select younger candidates even though both young and old applicants have similar competencies (Bendick et al., 1996; Krings et al., 2011).

Richardson et al. (2013) reported that as the candidate aged, the perception of trainability and sociability is weakened. Also, selecting an older candidate is found less economically beneficial by recruiters (Finkelstein & Burke, 1998).

c. Gender

Studies related to the gender of the candidate have contradicted results. Decades ago, whereas male candidates are found more favourable than female candidates (Dipboye et al., 1977), in years, this trend is reversed, and female candidates are much more preferred over males (Reis et al., 1999). On the other hand, more recent studies (Bon, 2009; Jarrett et al., 2018) reported the applicant's gender does not affect selection decisions.

d. Marital Status

In general, although it is previously supported to include marital status to resume (Harcourt & Merrier, 1991), recently, it is suggested that marital status should not be included in resume (Crosby, 1999; Furbish, 2015; Hutchinson, 1984; Hutchinson & Brefka, 1997). Oliphant and Alexander (1982) revealed that married females and male applicants more positively evaluated than single ones. Also, it is

found that married females with high academic status are much more favourable than married males with high academic status.

e. Race

Regardless of low or high demand jobs, Arab women are more favourable than male candidates, especially if the position requires client contact (Derous et al., 2015). Skin tone is a cue for the race. In a study conducted in Belgium, the candidate who has a dark skin tone is perceived as less suitable to the job rather than a light skin tone candidate even though both candidates are equally qualified (Derous et al., 2017). Similarly in US, an invitation to interview is fewer for “Black” and “Hispanic” candidates than “White” candidates (Boyd-Swan & Herbst, 2019). Also, White and Hispanic candidates are positively evaluated when they have a high-quality resume, but Black candidates are not preferred even when they have strong credentials (King et al., 2006). Moreover, specific information related to a particular group like an Arab sounding name is enough for recruiters to make judgments to candidates is belong to that particular ethnic or racial group (Derous et al., 2012).

1.1.1.1.4. Education Background

Education is found one of the most critical evaluation criteria in resumes (Hutchinson, 1984; Hutchinson & Brefka, 1997; Johnson & Lahey, 2011; Knouse, 1994; Oliphant & Alexander, 1982). A college degree, an institution of education, and a major is found essential for resumes (Hutchinson & Brefka, 1997). Also, graduation dates, awards, or honours, and any scholarship are found valuable resume items at different levels (Hutchinson & Brefka, 1997). Moreover, Ross and Young (2005) claim that information about the field of study is an essential item. Including vocational training is increasing the chance for an invitation to interview compared to not

including (Johnson & Lahey, 2011). Ross and Young (2005) also suggest that received degrees and their dates should be included in reverse order under the education section.

Oliphant and Alexander (1982) examined the effect of presenting GPA versus not presenting, and low GPA versus high under the section of academic achievement. Results show that when GPA is not included to resume, the application gets the lowest rate; ratings are slightly better for low GPA, and lastly, high GPA applications get the highest ratings.

1.1.1.1.5. Work Experience

Following education, researchers claim that experience, certifications, special skills, and career-related interests on a resume are viewed and valued by raters (Cole et al., 2007; Hutchinson, 1984; Hutchinson & Brefka, 1997). Candidates should include work experience with employment, position titles, and achievements (Hutchinson & Brefka, 1997; Ross & Young, 2005). Moreover, explaining work activities and responsibilities will increase the probability of selecting that candidate if the candidate resembles the position's needs (Weinstein, 2012).

Including work experience related to a specific group like LGBTs may result in stigmatization of that candidate as a member of that group, even though the candidate might not belong to that particular group (Cabacungan et al., 2019).

1.1.1.1.6. References

Literature suggests that references should not include resumes as a list (Harcourt & Merrier, 1991; Hutchinson & Brefka, 1997) but include only a statement as “references available on request.” Whereas another study supported the opposite of this idea, the actual list of references to resume is preferred rather than “references available upon request” statement (Ross & Young, 2005). Another suggestion about references is sharing a reference list with a recruiter when the candidate becomes a

finalist for that position (Besson, 1999, as cited in Ross & Young, 2005, p. 156). Nevertheless, the majority of recruiters are looking for references from previous employment (Harcourt & Merrier, 1991).

1.1.1.2. Resume Length

Resume length is researched over decades for several times. The general idea is that resumes should be limited to one or two pages (Harcourt & Merrier, 1991). Earlier research suggests one-page resumes are better since it has to the point information, and also easy to scan in a short time (Thoms et al., 1999). In contrast, some researchers find-out actually two-page resumes are more favourable rather than one-page. Since they have more detailed information regarding both work experience and extra-curriculum activities that reflect leadership potential, commitment, or responsibility of candidates for entry-level positions (Blackburn-Brockman & Belanger, 2001). It is indicated that recruiters are spending between five and forty-five seconds to read each resume; therefore, the literature (Ireland, 2002, as cited in Ross & Young, 2005, p. 156) supports one-page resumes.

According to the study of Ross and Young (2005), there is not a significant consensus regarding resume length; 21.3% of raters claims resumes should be one page; while 39% choose two to four pages, also 28.1% suggest length should be determined by the amount of information available, and 10% claims length is not important anyway. This study also reveals that 65% of raters are spending between two to five minutes for reading each resume. Therefore, they suggest limiting resume to one page is not necessary nowadays.

1.1.1.3. Resume Structure

Resume structure is another criterion that raters evaluate (Bird & Puglisi, 1986; Penrose, 1984; Ross & Young, 2005) besides resume content, and length. Bird and

Puglisi (1986) reported that professionals rated a clean copy of a resume, which is reproduced with a professional photocopy machine and free of ink marks, more favourable, and professional than a dirty copy. Professionals evaluate the structure of the resume as crucial as the content of the resume. Even the colour of paper or font type might make a difference in the selection process, according to Penrose (1984), whereas Ross and Young (2005) claim the colour of paper is not essential.

Including information in a bulleted list is preferred over narrative paragraph style (Ross & Young, 2005). The spelling skills of candidates are examined by researchers to see whether recruiters' judgment about a candidate is affected by or not (Martin-Lacroux and Lacroux, 2017; van Toorenburg et al., 2015). The hiring decision is influenced by spelling errors that more spelling errors lead to a decision with less probability of getting hired (van Toorenburg et al., 2015). Another study revealed spelling is one of the elimination criteria like work experience, and it has a higher impact if the candidate has more work experience (Martin-Lacroux, & Lacroux, 2017). The same study reveals that recruiters' spelling skills moderate this decision process too.

Order of content is found necessary by many researchers (Boysen et al., 2019; Penrose, 1973; Ross & Young, 2005; Toth, 1993). Toth (1993) examined whether the format of the resume makes a difference in selection for the job interview process. Formats are specified as chronological, functional, and psychological. Chronological format is defined as "candidate's professional experiences listed in reverse chronological order, followed by the educational history, and then an optional section about the candidate's hobbies, and activities." (Toth, 1993, p. 116). In functional format, skills, qualifications, and abilities are more important than dates and positions. The resumes with psychological format include valuable information that aims to develop a favourable impression on the recruiter. Psychological formatted resumes prepared according to impression formation principles. The results show that chronological and psychological formatted resumes are much more preferred than

functional formatted resumes (Toth, 1993). Ross and Young's (2005) study supports these findings as the chronological format is preferred to functional or hybrid formats.

Similarly, formal and creative formatted resumes were examined by Arnulf et al. (2010). Formal resumes are conventionally structured, and information listed in the traditional order, whereas in a creative format, the information given in charts. Results show that recruiters tend to invite interview candidates with formal resumes.

Resume content order also may be altered according to the position that applied; for example, Besson (1990) suggested placing work experience before education unless it is an academic position (as cited in Ross & Young, 2005, p. 155). Although some studies (Boysen et al., 2019; Penrose, 1973) supported the content order of resumes may affect slightly selecting the resume, they also claim that the rater's preferences and the content itself have much more effect.

From studies of eye-tracking, Diaz (2013) suggests that information in the resume should be organized in line with F-pattern, and the essential information should be located accordingly. F-pattern or F-shape is defined as an eye-tracking pattern of a page that is a fixation of certain points by Nielsen (2006). More specifically, the eye focuses on the top, and left side of the page, which is detailly defined by Nielsen (2006) as follows:

“-Users first read in a horizontal movement, usually across the upper part of the content area. This initial element forms the F's top bar.

-Next, users move down the page a bit and then read across in a second horizontal movement that typically covers a shorter area than the previous movement. This additional element forms the F's lower bar.

-Finally, users scan the content's left side in a vertical movement. Sometimes this is a slow and systematic scan that appears as a solid stripe on an eye-tracking heatmap. Other times users move faster, creating a spottier heatmap. This last element forms the F's stem.” (par. 2)

Furthermore, Nielsen (2006) adds that first words and lines are most fixated part of a page. Also, readers are deciding whether to continue to read or not based on every line's first 11 characters (Nielsen, 2009).

In line with Nielsen (2006, 2009), Diaz (2013) suggest page structure should be organized according to F shape. Most important information should be placed top of the page and left side. Information placed on the right side is less scanned than others and found more distracting. Moreover, including keywords in line with the "first 11 characters" rule is highly suggested. This way, resumes will be improved and become easily scannable.

1.1.1.4. Other Evaluations Based on Resume Characteristics

Evaluation of personality traits from the resume content is not a reliable or valid method (Wright et al., 2011). Cole and his colleagues (2009) claim that there are moderate reliability and validity for recruiters who can infer candidate's extraversion from resume content. However, it is believed that assessing personality from resumes is not possible even for the most enriched resumes (Apers & Derous, 2017). Based on resumes, personality is found unrelated to probability to get hired, but perceived personality is found strongly related to getting hired (Burns et al., 2014).

Candidates who included irrelevant education, but relevant experience is evaluated as highly self-confident while resumes with both irrelevant education and experience are assessed as low self-confidence, and poor interpersonal skills (Knouse, 1994).

Brown and Campion (1994) claim that resume content provides information about candidate's math, language, and physical abilities as well as motivation, leadership, and interpersonal skills. Moreover, this link is more robust when applied position's requirements and resume content matches. Similarly, resumes with high mathematical skills have more chance over low mathematical skills in terms of

selecting a candidate for sales, clerical, or customer service positions (Koedel & Tyhurst, 2012).

Schullery et al. (2009) suggest that employers prefer standard chronological resumes with cover letters which shared through online delivery (e-mail or website) regardless of the company's size, geographical range, or industry. Another study conducted by van Toorenburg et al. (2015) examined informal and formal e-mail addresses and their relation to the decision to hire. According to results, resumes sent through informal e-mail addresses are found less hireable than resumes submitted through formal e-mail address. Moreover, conscientiousness and honesty-humility perception are mediate this relationship.

1.2. HRM PROFESSIONAL'S EVALUATION PROCESS

1.2.1. Reliability and Validity of the Candidate Selection Process

Beside resume content, length, and structure, individual differences of HRM professionals influence the candidate selection process. The reliability of the interviewer and the validity of selection techniques have always been a significant issue and problem in the field (Cole et al., 2007; Judge et al., 2000). Different hiring standards of interviewers, which are based on the differences between actual selection criteria, predetermined criteria, and also have different questions in the interview affect reliability and validity (Graves & Karren, 1992). Recruiters give different weights to the same information and give more emphasis on unfavourable information than favourable ones which decreases the validity (Mayfield, 1964).

1.2.2. The Factors that Affect the Evaluation Process

Candidate's skills are perceived through both objective evaluation and subjective judgments (Lai & Babcock, 2012). Recruiters use the resume cues to form

attributions about the candidate's suitability, starting with the preselection process of recruitment (Lacroux & Martin-Lacroux, 2019). The hiring process indeed contains a series of human decisions that are shaped by biases and mistakes (Lee et al., 2015). When raters evaluate resumes based on visible characteristics, stereotypes are triggered, which may cause to discriminatory decisions (Lacroux & Martin-Lacroux, 2019). In this section, literature about the recruiter's decisions, and factors that affect those decisions will be explained.

1.2.2.1. Similarity Bias

“Similar-to-me” effect is one of the most frequently searched topics in a resume, and hiring process literature, which is simply, recruiters tend to select candidates who are similar to them (Diaz et al., 2019). Similarity studies examined perceived similarity in general like personality, and actual similarities like demographic similarities.

Similarity studies are much more focused on the interview process rather than the selection process by the review of resumes. During the interview, recruiters are exposed to more information about the candidate; therefore, they are more open to similar-to-me effect. On the other hand, resume screening is based on limited data; thus, the source of similarity is fewer (Diaz et al., 2019).

Türetgen et al. (2009) revealed that the actual personality of recruiters and candidates had no effect on evaluation results, but perceived similarities of candidates by recruiters positively are related to evaluation outcomes. On the other hand, perceived similarity studies reveal that similarity is not always something positive for candidates' job fit evaluation (Diaz et al., 2019).

In terms of demographics, similarity perceptions could be affected by almost everything during resume screening. For example, when the recruiter has the same first name with a candidate, this results in a more positive evaluation toward the candidate (Howard & Kerin, 2011).

1.2.2.2. Effects of Demographics

Individual differences in interviewers are affecting evaluations during the recruitment process (Judge et al., 2000). Some candidate evaluation and recruitment studies examined whether demographic characteristics like age, gender, the experience of HRM professionals have an impact on the selection process.

Age effect is mostly studied from a candidate's perspective. Whether the candidate's age is affecting the selection process or not. There are limited studies regarding the HRM professional's age and evaluation criteria. Most of these studies focused on whether or not there is in-group favouritism regarding age (Axt et al., 2014; Derous & Decoster, 2017; Finkelstein & Burke, 1998; Krings et al., 2011). For example, according to Derous and Decoster (2017), older recruiters rated lower job suitability for older applicants compared to younger recruiters. They claim in-group favouritism related to age does not appear (Axt et al., 2014; Derous & Decoster, 2017; Finkelstein & Burke, 1998; Lee et al., 2015). Finkelstein & Burke's (1998) study revealed similar results that the likelihood of the selection of older candidates decreases if the evaluator is also old and identifies himself with that old candidate. Likewise, if the recruiter has negative attitudes toward the old candidate, it decreases the chance to select an older candidate rather than younger ones (Fasbender & Wang, 2017). On the other hand, Krings et al. (2011) found in-group favouritism in terms of between older rater's, and older applicants.

Recruiter's, and candidate's gender is searched by many studies, and results show that recruiter's gender (Dipboye et al., 1977; Jarrett et al., 2018), and attractiveness (Dipboye et al., 1977) does not correlate with candidate's gender and attractiveness. On the other hand, the studies on self-presentation in resume reveal that males rate evaluate women candidates negatively who violate gender identity stereotypes in their resumes (Tyler & McCullough, 2009), which suggests gender may still have a role after all. Moreover, Oliphant and Alexander (1982) reported that female raters are stricter in their evaluations towards older and married applicants than male

raters. Bon (2009) reported that female recruiters are evaluating candidates lower than male recruiters. For example, Lai and Babcock (2012) found for positions that require social interaction, the probability of selecting Asian candidates over white candidates is lower when evaluators are white female. According to this study, Asian candidates' social skills are perceived as more inadequate than White candidates by female raters.

Race studies also have to contradict results (Lee et al., 2015). Some studies found a positive bias towards same race when the candidate is qualified (Lewis & Sherman, 2003), and some declare no relation of the race (Lai & Babcock, 2012; Park et al., 2009), and some found preferences to different race (King et al., 2006; Lee et al., 2015). Lewis and Sherman (2003) claim that only positive bias occurs when the candidate is highly competent. But when there is a negative stereotype towards in-group candidates, then results are opposed to the in-group. King et al.'s (2006) study examined resume quality and race relations in terms of job suitability. According to results, despite resume quality, White male recruiters evaluated Asian American candidates more favourable for the high-status job than others.

1.2.2.3. Other Factors

Arvey and Campion (1982) stated that both applicant characteristics, raters, and situational factors influence the perceptual as well as the judgmental process. In working life, decision making is affected by many factors like workload (Gonzalez, 2005; Soria-Oliver et al., 2017), stress (van den Bos et al., 2009; Novak & Mrazova, 2015; Wemm & Wulfert, 2017), time limitation/pressure (Conte et al., 2016; Dambacher & Hübner, 2015; Miletic & Van Maanen, 2019; Sarmany-Schuller, 2010), and leadership (Garza Mitchell, 2012; Remenova et al., 2018; Uzonwanne, 2015). Derous et al. (2012) reported that when there are high time pressure and workload, recruiters tend to choose candidates based on category-based characteristics. That could be explained through the impression formation model, which suggests when there is a limited information decision is given based on category-based information

(Hoffman et al., 1981). Therefore, since resumes are including limited information, resumes are open to biased evaluation through category-based perceptions (Derous & Ryan, 2012).

Although Krings et al. (2011) reveal that experience does not alter evaluation criteria, it may change the recruiter's point of view. For example, raters with a lower level of experience tend to select CV with a higher GPA whereas a higher level of experienced raters tends to choose a lower GPA CV (Thoms et al., 1999). The hiring decision is also affected by the expertise level. Less experienced raters give more positive hiring decisions than managers, meaning that experienced evaluators are stricter in their evaluations and decisions (Park et al., 2009).

Overall, studies about HRM professional's evaluations are affected by their demographic characteristics, work experience, and sometimes time pressure, as mentioned above. Moreover, resume content, length, and structure are also affecting the resume screening process. In the present study, resume characteristics will be examined deeply in terms of content, length, and structure while questioning HRM professional's evaluation perspective with effects of HRM professional's age, gender, experience, workload, and organization type (national vs international company).

1.2.3. Resume Screening and Work Alienation Level of HRM Profession

Work-related alienation is first mentioned by Karl Marx in the late nineteenth century (DiPietro & Pizam, 2008) as employees who are being unattached to work, and its environment feels normless and isolated. Moreover, Marx (as cited in DiPietro & Pizam, 2008, p. 23) further explained why employees feel alienated with their work as lack of self-fulfilment, and meaning in work which result in lack of connection with workplace (Blauner, 1964; Seeman, 1959, 1967, 1971). Work alienation is defined by Kanbur (2017) as a perception of employee that sense of meaningless, and pointless of work, decreased satisfaction of relationships in the organization, lost expectations

about future, feeling lonely, insufficient, and incapable in the system. Kanbur (2017) specifies work alienation as “dissatisfaction, boredom, monotony, emotional, and physical weakness, inadequacy, reluctance, and loneliness that the individual perceives against the work he has done.” (p. 76). Marx handles work alienation from an objective perspective, whereas contemporary researchers approach work alienation from a subjective perspective as to how alienation is perceived by employees (Tummers et al., 2015). In this study, work alienation is also examined from a subjective perspective.

According to Seeman (1971), work alienation is constituted by powerlessness, meaninglessness, normlessness, isolation, and self-estrangement. Employees who feel lack of freedom and control in work, and feel that their actions will not affect outcomes of the work, experience powerlessness (Blauner, 1964; Dean, 1961; Seeman, 1959). Meaninglessness occurs when an employee’s role and work do not fit into the organization’s system; in other words, a person’s work is not purposeful in the organizations (Blauner, 1964). Seeman (1959, 1975, 1983), and Dean (1961) explained normlessness as “anomie” which is defined as “a condition in which the social norms regulating individual conduct have broken down or are no longer effective as rules for behaviour” by Durkheim (as cited in Dean, 1961, p. 754). Seeman (1959) claims that normlessness may occur in the organization or environment if the culture does not fit with goals and norms. Isolation explained as it is part of human behaviour and motivation that is further defined as a feeling of existing in society but not being part of one. An employee who feels isolated in work identifies himself as not being part of the organization, its goals, or co-workers (Blauner, 1964). Lastly, self-estrangement occurs when an employee’s work does not have self-rewarding features. In other words, when work does not fulfil one’s expressing potential, but it only serves extrinsic needs (Seeman, 1959, 1967, 1975, 1983). Self-estranging work harms personal identity and self-esteem (Blauner, 1964). Blauner (1964) had not included normlessness as one of the dimensions, and Mottaz (1981) exclude isolation since it is more related to organization and co-workers rather than the job itself (Blamer, 1964; Plasek, 1974). Moreover, studies revealed that empirically isolation does not fit with other dimensions

of work alienation: powerlessness, meaninglessness, and self-estrangement (Kohn, 1976). In the current study, work alienation is studied under the following criteria: powerlessness, meaninglessness, and self-estrangement.

Alienation studies revealed that there are several reasons for employees to feel work alienation as a result of feeling powerlessness, meaninglessness, and self-estrangement (DiPietro & Pizam, 2008). The most common cause is the technology of work or processes requiring a specific division of labour (Blauner, 1964; Clark, 1959). Other reasons are i) centralized organizational structures, ii) rigid, and centralized control over work processes iii) simple tasks that are repetitive, monotone, iv) strict work rules, and regulations; and v) transactional leadership styles (Ashforth, 1989; Blauner, 1964; Braverman, 1974; Kakabadse, 1986; Kohn, 1976; Mottaz, 1981; Sarros et al., 2002).

Increased use of technology leads to monotone and bored jobs, which result in a sense of powerlessness (Clark, 1959). Moreover, due to technology, employees are specialized in small units of the job, and therefore they fail to realize their impact on the big picture, which leads to alienation from work (Blauner, 1964; DiPietro & Pizam, 2008). Blauner (1964) claims that if employees do not see product during the process, they are more likely to feel alienated from work. In other words, employees need to realize their part and contribution to the whole process. He suggested that alienation is relevant across many workplaces, especially if the organization is manufacture, for example, in the textile industry, auto manufacturing, automated chemical production, printing, construction, or shipbuilding.

Economic structure has an impact on work alienation (DiPietro & Pizam, 2008). In the past, when the company is more profitable, employees felt less pressure, which results in a positive social climate. Nowadays, due to competition in the marketplace, businesses are more under pressure, which transferred down to employees who become alienated from work (DiPietro & Pizam, 2008).

According to studies, manual workers are experiencing higher work alienation than nonmanual workers (Blauner, 1964; Seeman, 1972). Also, there is a positive

correlation between alienation, and age (Dean, 1961; DiPietro & Pizam, 2008), hourly employees, males (DiPietro & Pizam, 2008), occupational stress (Yadav & Nagle, 2012), intention to leave the organization (Tummers et al., 2015), and bureaucratic procedures (Pandey & Kingsley, 2000) whereas the negative correlation between alienation, and job, education, status in society, income (Dean, 1961; Mürteza et al., 2017), and the number of friends in the workplace (Seeman, 1967). Another study reveals employees who are discouraged by authority feel powerlessness due to intimidation or control that leads to alienation at work (Pearlin, 1962). Also, researchers reported that managerial style and a difference in practices might lead to work alienation (DiPietro & Pizam, 2008; Kanungo, 1992).

The studies regarding the role of alienation in organizations are very limited (Nicol & Rounding, 2014). There is a negative correlation between work alienation and a sense of organizational identification (Efraty et al., 1991), and satisfaction of employee's needs like a sense of worth at work (Suarez-Mendoza & Zoghbi-Manrique-de-Lara, 2007). Also, the level of work alienation could be predicted by organizational commitment, job involvement, absenteeism (Hirschfeld et al., 2000), provided relationships at work, workplace self-expression level, and perception of meaningful work (Nair & Vohra, 2010). Moreover, alienation is found as a mediator between person-organization fit and organizational citizenship behaviours (Suarez-Mendoza & Zoghbi-Manrique-de-Lara, 2007).

Resume screening is also systematic, droning, repetitive, and sometimes monotone part of the daily work of HRM professionals. The alienation literature suggests that if an HRM professional feels alienated, the quality of the screening process and selection of candidates can be affected.

During an extensive literature review, no study to our knowledge has been conducted related to neither work alienation, and its role during the resume screening process nor HRM professionals' work alienation, and its organizational effects. Therefore subjects close to this topic are included in the literature review.

Studies about work alienation and its outcomes reveal that a high level of alienation in an organization may increase deficiency in the quality of services delivered in that organization (Seeman, 1967). Newman and Welsh (2019) suggest that lawyers who feel powerlessness, undervalued, and meaningfulness due to structural changes like funding cuts are alienated, which results in decreased quality in service that they can provide to defendants. Likewise, a high level of work alienation causes less work effort (Junça-Silva et al., 2017; Tummers et al., 2015). Affective events theory can explain this situation as decreased performance is a result of negative emotions (Weiss & Cropanzano, 1996). This theory indicates emotional reactions are stimulated by effective events at work, which influences employees' attitudes and behaviours at work (Junça-Silva et al., 2017). Positive and negative experiences during daily work have an impact on performance according to Affective Events Theory (Junça-Silva et al., 2017). Shantz et al. (2012) report that work alienation is negatively correlated with well-being and positively related to emotional exhaustion. Overall, as both effective event theory supported, and studies revealed work alienation, and job performance is negatively related (Clark et al., 2010; Shantz et al. 2015).

As mentioned before, powerlessness, meaninglessness, and self-estrangement are individual components of work alienation (Mottaz, 1981). Studies related to these concepts revealed meaningful relations. Hiring decisions and salary suggestions are affected by feeling powerless (Hoover et al., 2019). According to this study, although the feeling of power does not affect hiring decision towards agentic women and compensation suggestions for females, male evaluators who feel powerless are found less likely to hire agentic female candidates and suggest lower compensation to these candidates compared to male candidates.

Meaningful work is found positively related to job satisfaction (Steger et al., 2012), and job performance (Tong, 2018). Also, negative work motivation affects job performance negatively (Tong, 2018).

1.4. RESUMES of NEW GRADUATES

Perhaps preparation of the first resume is the hardest one (Smith, 2002, as cited in Tillotson & Osborn, 2012). Although it should be eye-catching (Akpan & Notar, 2012), due to lack of work experience, student's and new graduates' resumes are generally poorly designed, and undeveloped (Hunt et al., 2017). Many students hesitate to revise their resume and cover letter after their first preparation (Ding & Ding, 2013). Students are attending courses (Laker & Laker, 2007) or workshops, and getting help from career centers of universities (Tillotson & Osborn, 2012) while preparing their resumes. New graduated candidate's resumes mostly include a summary of qualifications, educational background, work/internship experience, and extracurricular activities (Engstrom, 2019). Naturally, their degree, major, and coursework serve as a key to specific knowledge, skill, and abilities (Engstrom, 2019). For example, in the context of club management, managers are looking for the following items in the resume of entry-level position: education background (a hospitality degree), GPA (above 3.0), leadership skills, and club-related work experience (Countryman & Horton, 2006).

Education is found the most critical evaluation criteria in resumes, especially for new graduates (Thoms et al., 1999). Cole et al. (2007) suggested that there is a link between perception of the candidate's employability, and candidate's academic background, and extracurricular activities. Although high school information is not as valued as college, it should be included for internship applications (Crosby, 1999). Also, if the position is directly related to high school or if the high school is the only educational experience candidate has (Hutchinson & Brefka, 1997).

Another aspect of educational background is grading. Some researchers suggest if the grades are excellent, they should be included (Thoms et al., 1999). In contrast, others suggest including grades (i.e., GPA) is not essential (Hutchinson & Brefka, 1997), and grades have little importance regardless of whether good or bad (Ross & Young, 2005). Thoms et al. (1999) examined the GPA's effect deeply. One set of

resumes used for investigation of whether including or not including GPA makes any difference. They include a 3.00-point GPA to one resume, and the other does not include GPA at all. They reported that adding a 3.00-point GPA is better than not including. Another set of resumes prepared to see relatively higher and lower GPA's effect. They used a 2.75- and 3.00-point GPA. They explained, there is a positive correlation between higher GPA and positive evaluation resume. Besides grades, Thoms et al. (1999) suggested that listing relevant courses and achievement statements are better than not listing. Accomplishments like the major in college or completion of an internship found more valuable than grades (Ross & Young, 2005).

Including full- and part-time jobs as well as non-related work experience is supported by some researchers (Augustin, 1991). Resumes with applied experience such as internships or study abroad are found more favourable than being a member of a professional society, honour society, or social sorority (Stout & Olson-Buchanan, 2019).

Students who attended extracurricular activities are evaluated positively in terms of communication, initiative, decision-making, and teamwork by business student participants (Rubin et al., 2001, as cited in Nemanick & Clark, 2002). Besides, having an officer position in extracurricular activities found significantly positive for communication, decision-making, and teamwork skills. Likely, students who took leadership positions more than one activity evaluated positively by HRM professionals (Nemanick & Clark, 2002). The more activity attended with leadership position while keeping a high GPA, and work experience will be perceived more successful by recruiters (Nemanick & Clark, 2002). Extracurricular activities would make a difference when candidates are equally qualified in terms of education and work experience (Nemanick & Clark, 2002). Overall, while predicting successful job performance, recruiters pay attention to both academic background, work experience, and extracurricular activities (Cole et al., 2007).

Moody et al. (2002) examined which skills are assessed through resumes, interviews, and portfolios of candidates who applied for entry-level positions. Results

showed that communication and computer knowledge play a critical role in a resume, interview, and portfolio. In contrast, interpersonal/social, critical thinking/leadership, and teamwork skills should be demonstrated during the interview. In the same study, recruiters also would like to see and scan the candidate's academic portfolios, although students do not generally submit (Moody et al., 2002).

Over the years, many students are graduating with similar educational backgrounds; therefore, this increases competitiveness in the labour market (Roulin & Bangerter, 2013). Thus, students need to differentiate themselves in the recruitment process by improved resumes (Roulin & Bangerter, 2013).

1.5. RESUME STUDIES with TURKISH POPULATION

The hiring process and resume studies are very limited in Turkish literature. There are some studies about job search behaviour (Başbuğ, 2008; Kümbül Güler, 2012), job ad analysis, and its relation to person-job fit (Gökkaya et al., 2015), personality, and recruitment process (Dinler, 2006; Türetgen et al., 2009). The only study is known by the researcher is published by Vardarlier et al. (2018) about resume, and its' components with eye-tracking analysis. According to Vardarlier et al. (2018), recruiters spend most of their time in work experience, educational background, and personal information sections of the resume while reviewing it. Additionally, if the candidate is new graduated, foreign language and military service information are reviewed mostly by recruiters since the candidates do not have enough work experience (Vardarlier et al., 2018).

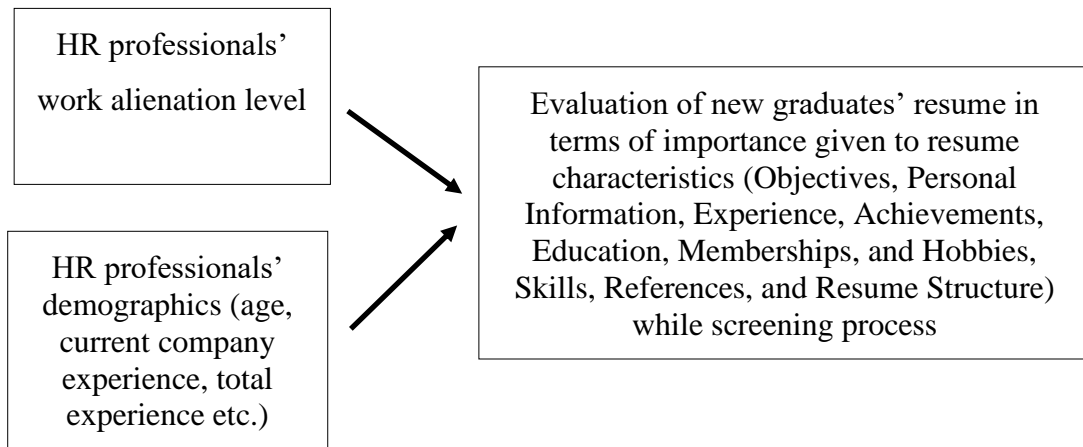
1.6. RESEARCH AIM and MODEL

Global literature about resume characteristics (content, length, and structure), and differences in evaluation of resumes during the recruitment process, bring the question of "how the human resources professionals evaluate all these candidates" and

“which information covered in the resumes are considered important, and to what degree”. Candidates’ resumes are scanned and evaluated based on the position’s requirements. One information could be vital for one position but not for another. Therefore for this study, without declaring position, we specified a candidate group as new graduates. New graduated candidates have similar characteristics, and generally, the requirements are limited for these candidates since they do not have extensive work experience. Furthermore, to some degree, culture or region may affect resume preparation too (Harcourt & Merrier, 1991; Li, 2011); therefore, studying this subject with the Turkish population will increase our knowledge in this topic. Since there are limited studies that examine the construction, and evaluation of resumes from an overall perspective (Hutchinson & Brefka, 1997; Thoms et al., 1999), and very few studies conducted with Turkish population (Vardarlier et al., 2018), the primary concern of this study will be examining resume evaluation of new graduates in Turkey. While reviewing this process, the importance given by HRM professionals to the specific characteristics of resumes will be questioned deeply. Moreover, although there are varied sources that examine the relation of HRM professional’s demographics, and resume evaluation, there is not any study about HRM professional’s work alienation level, and its possible outcomes for resume screening process; therefore, the current study will cast light on this topic too. Overall, the relationship of the resume screening process for new graduates, and HRM professionals’ characteristics in terms of demographics (age, gender, work experience), and work alienation level will be investigated.

To summarize, this study aims to explore the evaluation process of new graduated candidates’ resume characteristics during the resume screening process by using the Resume Characteristic Scale that prepared specifically for this study. This scale includes all features that would be part of a new graduate’s resume. The relationship between resume characteristics and HRM professionals’ characteristics in terms of demographics and their work alienation level will be questioned by using related questionnaires and analysis (Figure 1.1).

Figure 1.1. Research Model



The hypotheses are as follows:

H1: Importance given to resume characteristics will be affected by the HRM professional's demographic.

H1.1: As an HRM professional's aged, the importance given to specific resume characteristics will change during resume screening. Older HRM professionals evaluate fewer items as more important than younger professionals.

H1.2: Gender of HRM professionals will affect resume screening, which resulted in a difference in importance given to resume characteristics. Specifically, female professionals will evaluate more items as more important than males.

H1.3: Experienced HRM professionals will evaluate resume characteristics differently than less experienced professionals. Experienced HRM professionals evaluate fewer items as more important than less-experienced professionals.

H2: Importance given to resume characteristics will be affected by the work alienation level of HRM employees. Increased work alienation will significantly affect

the resume screening process in the negative direction in terms of importance given to resume characteristics. HRM professionals who have high work alienation level will evaluate undesired items like a resume with three-page, etc. as more important than those who have low work alienation level

CHAPTER 2

METHOD

2.2. PARTICIPANTS

The questionnaire package is completed with a total of 170 participants who contributed to this research. However, following data cleaning, 88 participants remained who filled the whole questionnaire. Convenience and snowball sampling are used to reach participants.

The participants' ages between 23, and 54, while the mean of the participant age is 35.24 ($SD=7.74$). There was 59 number of female (67.05%); 27 number of male (30.68%) participants and 2 number of participants (2.27%) have not declared their gender in the study. All participants were university graduated, 60.2% ($n=53$) of the participants have a bachelor's degree, whereas 39.8% ($n=35$) of participants hold a master's degree.

All participants are HRM professionals, 96.6% of participants ($n=85$) are currently working for either national (38.6%) or international (61.4%) company. Participants are coming from different sectors including automotive, aviation, chemical, construction, consultancy, cosmetics, e-commerce, education, energy, finance, FMCG, health, information technologies, insurance, logistics, manufacture, pharmaceutical, service, and telecommunication. The majority from automotive ($n=16$), cosmetics ($n=13$), and consultancy ($n=12$) have participated in the study.

In terms of total experience, participants varied from a minimum of 1 year to a maximum of 40 years ($M=12.37$, $SD=7.40$), and the current company experience' mean is 5.64 ($SD=5.20$).

Also, 63.6% of participants have a team management experience ($n=56$). 70.5% of participants ($n=62$) currently screen resume, and 29.5% of participants ($n=26$) screened resumes in the past but not currently. Among participants who are presently

resume screeners, the resume screening experience varied between one year to 30 years ($M=8.11$, $SD=5.68$), and participants who are not currently resume screeners but screened resumes at past, the resume screening experience mean is 4.77 years ($SD=6.31$).

Human Resources (HR) team sizes and recruitment team sizes with a frequency of resume screening and frequency of recruitment are also questioned to understand the workload of participants. The number of associates within HR teams' mean is 11.44 ($SD=13.61$), and mean for recruitment employees' is 4.10 ($SD=4.69$). Majority of participants (%43.2) screens a resume once a month($n=38$) followed by 29,5% participants who screens everyday($n=26$); 22.7% participants ($n=20$) screens resume once a week, and 4.5% participants ($n=4$) screens once in two weeks. According to responses, 60.2% of participants claimed that they hire someone every month, followed by 28.4% every six months, 9.1% every two months, and 2.3% every quarter.

2.3. INSTRUMENTS

2.3.1. Work Alienation Scale

Work Alienation Scale (WAS) was developed by Mottaz (1981), and translated into Turkish by Ulusoy (1988). The scale contains three sub-scales; powerlessness, meaninglessness, self-estrangement; each has seven items, and some of the items are reversed items. The seven-point Likert type scale was used in the English version with Cronbach alpha for powerlessness sub-scale is .92, for the meaninglessness sub-scale it is .79, and for self-estrangement sub-scale, it is .88. The sample item for powerlessness sub-scale is "I have little control over how I carry out my daily tasks."; for meaninglessness sub-scale, "I often wonder what the importance of my job really is."; and for self-estrangement sub-scale, "My work is a very self-rewarding experience.". This scale is used in Turkish with a six-point Likert type scale (Strongly Disagree to Strongly Agree) in the current study.

2.3.2. Resume Characteristics Scale

Resume Characteristics Scale (RCS) was developed for this study. A systematic literature review was used by the researcher to construct a list of resume characteristics. All the articles related to resume, interview, candidate selection, interviewer characteristics, interviewee characteristics were reviewed. For the review, specific databases such as PubMed, Scopus, Google Scholar, PsycARTICLES, PsycINFO, Web of Science, and Bilgi Library were searched. Articles with relevant keywords such as “resume screening and resume characteristics” were included in the review.

At the end of this process, RCS was prepared under nine main topics as follows: Objectives, Personal Information, Experience, Achievements, Education, Memberships, and Hobbies, Skills, References, and Resume Structure. The additional comments section also included a plain text area for further investigations. There are fifty-seven items in total with different distribution to sections. An example item for Objectives is “one or two sentence long objective”; example item for Personal Information is “birthdate”; example item for Work Experience is “information about the part-time experience including company, start/end date, and position description”; example item for Achievements is “individual achievements”; example item for Education is “received bachelor degree”; example item for Membership and Hobbies is “enrolled non-governmental associations”; example item for Skills is “computer skills”; example item for References is “reference information that is shared directly as full name, phone, and company”; and lastly, example item for Resume Structure is “one-page resume”.

The participants were asked to rate each of certain resume characteristics in terms of importance in a six-point Likert as from 1 (no importance) to 6 (very high importance) in RCS.

2.3.3. Demographic Questions

Demographic questions are including age, gender, education level, work experience in total career, and work experience in current company, management experience, current company sector, company type (international or national), the current workload in terms of the number of HR department employees, and the number of employees that responsible from recruitment also resume screening, and recruitment frequency. These questions are either open-ended (e.g., age, work experience, sector) or multiple choice (e.g., gender, company type, resume screening frequency) depending on the question type.

2.4. PROCEDURE

2.4.1. Human Participant Research Ethics Committee Approval

Ethics Committee Approval of Istanbul Bilgi University is received on October 9th, 2019 (issue number 2019-20024-141) (see Appendix A). After approval received, the data collection started and completed between the beginning of 2019 December to the end of 2020 February, total in 3 months.

2.5. DATA COLLECTION and SAMPLING

The questionnaire package involving informed consent (see Appendix B for Turkish, and Appendix C for English), Work Alienation Scale (see Appendix D for Turkish, and Appendix E for English), Resume Characteristics Scale (see Appendix F for Turkish, and Appendix G for English), demographic questions (see Appendix H for Turkish, and Appendix I for English) and debriefing form (see Appendix J for Turkish,

and Appendix K for English) is distributed through an online survey platform (SurveyMonkey) by this order.

Before starting the questionnaire, the informed consent form is distributed. The participants who agree to participate in the study are continued answering the questionnaire. The debriefing form includes the contact information of the researchers and the general information about the research. The order of questionnaires and questions is the same for all participants.

The prepared final questionnaire package is distributed via an online survey platform as SurveyMonkey (see Appendix L). For sampling, convenience and snowball sampling methods are used. The study link is distributed throughout social media channels such as LinkedIn, Facebook, and Instagram, and specific mail groups such as yahoo Human Resources groups.

2.6. DATA ANALYSIS

Data were analyzed by using SPSS 25. Firstly, descriptive and frequency analysis was completed for RCS, and participant demographics.

Multi-dimensional scaling (MDS) was executed for RCS to have a deeper understanding of resume items, and items similarities, and dissimilarities from the HRM professional's point of view. MDS is useful for visualization of relations (France & Carroll, 2011; Jaworska & Chupetlovska-Anastasova, 2009). If the points are closer to each other, it means they are similar. If they apart from each other, they are dissimilar (Jaworska & Chupetlovska-Anastasova, 2009). MDS method can use nonlinear relationships among variables as well as nominal or ordinal data, and also it does not require multivariate normality (Jaworska & Chupetlovska-Anastasova, 2009). Furthermore, this model maintains an unknown relationship in data and yields an overview (Jaworska & Chupetlovska-Anastasova, 2009). To explain MDS's goodness-of-fit, Stress-I is used for statistical measure (Kruskal, 1964). The evaluation of Stress-I scores is as followed: poor= .20, fair= .10, good= .05, excellent= .025, and perfect=

.00. It is better if it close to zero, and Kruskal (1964) adds that when the score is “perfect,” it means is “there is a perfect monotone relationship between dissimilarities, and the distances” (p. 3). In other words, smaller numbers feature as dissimilarities, and a greater number as similarities (Jaworska & Chupetlovska-Anastasova, 2009). On the other hand, Borg and Groenen (1997) also support that every MDS model should be evaluated within its content since they are unique, and it could misdirect the interpretations if the model only limited with strict scores. About this content, Borg and Groenen states (1997):

“That is, looking at MDS configuration, and ‘trying to make sense out of it’ simply means that one projects various forms of prior knowledge onto this space in order to explain the configuration. If this prior knowledge is solid, then the exploratory MDS is also solid. Otherwise, one has to test the stability of such interpretations over replications” (p.69).

They also add: “By far, the most popular approach is to look for meaningful directions or dimensions in the MDS space” (p.69). In light of this information, although the Stress-I level of the model will be examined, making sense out of Resume Characteristics is essential for the current study.

Due to the mistranslation of items and unrelated terms that used in Work Alienation, many items are excluded before conducting factor analyses of Work Alienation Scale. After analysis completed with remaining items, it failed to meet the expectations of the study. Fortunately, the remaining four items were the most relevant; therefore, a series of Correlations Analysis completed with these items and RCS segments/items. Further investigation completed by using Correlation Analysis, t-test for HRM professional’s demographics, and RCS segments/items.

CHAPTER 3

RESULTS

The study is a quantitative non-experimental design. Resume Characteristics Scale, Work Alienation Scale, and HRM professional's demographics are both examined individually, and their relationship with each other analyzed by using SPSS 25 and described detailly in this section.

3.1. DESCRIPTIVE of RESUME CHARACTERISTICS SCALE

Descriptive analysis was conducted to understand the overall evaluation of items of all sub-scales of the Resume Characteristics Scale (RCS). For RCS items' full content and their abbreviations, please see Appendix M, and for details of the analysis, please see Table 3.1. This analysis revealed which items are found more important than others, and vice versa. If the mean is close to 1, this suggests that item is evaluated as not important by HRM professionals. On the other hand, if the mean is close to 6, this suggests that item is evaluated as very high important by HRM professionals.

According to this analysis following items are found more important than others: Communication information ($M=5.82$, $SD=.53$), full-time ($M=5.67$, $SD=.65$), and part-time ($M=5.00$, $SD=1.28$) work experience details, work achievements ($M=5.13$, $SD=.95$), received bachelor's ($M=5.66$, $SD=.54$), and master's ($M=5.53$, $SD=.82$) degree, computer skills ($M=5.32$, $SD=1.03$), and its levels ($M=5.03$, $SD=1.07$) as well as foreign language skills ($M=5.64$, $SD=.70$), and its levels ($M=5.23$, $SD=1.05$) regarding resume content. Moreover, within resume structure items, chronological order within the content ($M=5.13$, $SD=1.12$), and content order ($M=5.02$, $SD=1.10$) is also found important as resume characteristics.

On the other hand following items are evaluated as less important compared to others: two paragraph, and more length objective statements ($M_{2-para.}=2.25$, $SD=1.48$); $M_{3+para.}=1.70$, $SD=1.29$), social photo ($M=2.32$, $SD=1.66$), birthplace ($M=2.14$,

$SD=1.34$), marital status ($M=2.70$, $SD=1.65$), smoking ($M=2.99$, $SD=1.87$), high school GPA ($M=2.25$, $SD=1.21$), in terms of content, and 3-page length resume ($M=2.41$, $SD=1.60$) in terms of structure of resume.

Table 3.1. Descriptive of Resume Characteristics Scale

Resume Characteristics	<i>N</i>	<i>Min.</i>	<i>Max.</i>	<i>Mean</i>	<i>SD</i>
Objectives					
Obj Statement	92	1,00	6,00	3,837	1,416
Obj 1_2 Sentence	92	1,00	6,00	3,543	1,493
Obj 2 Paragraph	92	1,00	6,00	2,250	1,480
Obj 3 More Paragraph	92	1,00	6,00	1,696	1,290
Personal Information					
Photo	92	1,00	6,00	4,239	1,842
Formal Photo	92	1,00	6,00	4,228	1,816
Social Photo	92	1,00	6,00	2,315	1,657
Communication Info	92	3,00	6,00	5,815	0,533
Birthplace	92	1,00	6,00	2,141	1,339
Birthday	92	1,00	6,00	4,522	1,486
Gender	92	1,00	6,00	3,674	1,761
Marital Status	92	1,00	6,00	2,696	1,649
Driving License	92	1,00	6,00	4,250	1,531
Military Service	92	1,00	6,00	4,837	1,361
Smoking	92	1,00	6,00	2,989	1,866
Wage Expectation	92	1,00	6,00	3,772	1,684
Mobility	92	1,00	6,00	4,674	1,276
Travel for Work	92	1,00	6,00	4,739	1,157
Work Experience					
Full Time Work	92	3,00	6,00	5,674	0,648
Part Time Work	92	1,00	6,00	5,000	1,275
Achievements					
Ind. Achieve.	92	2,00	6,00	4,728	1,049
Acad. Achieve.	92	1,00	6,00	4,630	1,298
Work Achieve.	92	2,00	6,00	5,130	0,952
Education Background					
High School	92	1,00	6,00	4,043	1,547

High School Years	92	1,00	6,00	3,293	1,566
High School GPA	92	1,00	5,00	2,250	1,210
Bachelor's degree	92	4,00	6,00	5,663	0,540
Bachelor's degree Years	92	1,00	6,00	4,880	1,421
Bachelor's degree GPA	92	1,00	6,00	3,533	1,572
Master's degree	92	1,00	6,00	5,533	0,818
Master's degree Years	92	1,00	6,00	4,663	1,447
Master's Degree GPA	92	1,00	6,00	3,424	1,639
Master's Thesis Subject	92	1,00	6,00	4,359	1,297
Courses Rel. Position	92	1,00	6,00	3,228	1,577
Certif. Related to Position	92	1,00	6,00	4,707	1,163
Skills					
Computer Skills	92	1,00	6,00	5,315	1,026
Computer Skill Levels	92	1,00	6,00	5,033	1,074
Foreign Language	92	2,00	6,00	5,641	0,704
Foreign Lang. Levels	92	2,00	6,00	5,228	1,049
Exam Scores	92	1,00	6,00	4,826	1,388
Memberships & Hobbies					
Associations	92	1,00	6,00	3,272	1,520
NGOs	92	1,00	6,00	3,630	1,524
Social Resp. Projects	92	1,00	6,00	3,967	1,537
University Clubs	92	1,00	6,00	3,663	1,521
Hobbies	92	1,00	6,00	3,587	1,491
Reference					
Direct Ref. Info	92	1,00	6,00	4,163	1,679
Ref. Aval. Request	92	1,00	6,00	3,478	1,770
Structure of Resume					
Resume 1 page	92	1,00	6,00	3,250	1,538
Resume 2 page	92	1,00	6,00	3,598	1,671
Resume 3 plus page	92	1,00	6,00	2,413	1,605
Page Structure	92	1,00	6,00	4,674	1,360
Resume Language	92	1,00	6,00	4,120	1,511
Resume in English	92	1,00	6,00	3,739	1,610
Resume in Turkish	92	1,00	6,00	3,511	1,614
Content Chronological	92	1,00	6,00	5,130	1,121
Order of Content	92	1,00	6,00	5,022	1,099

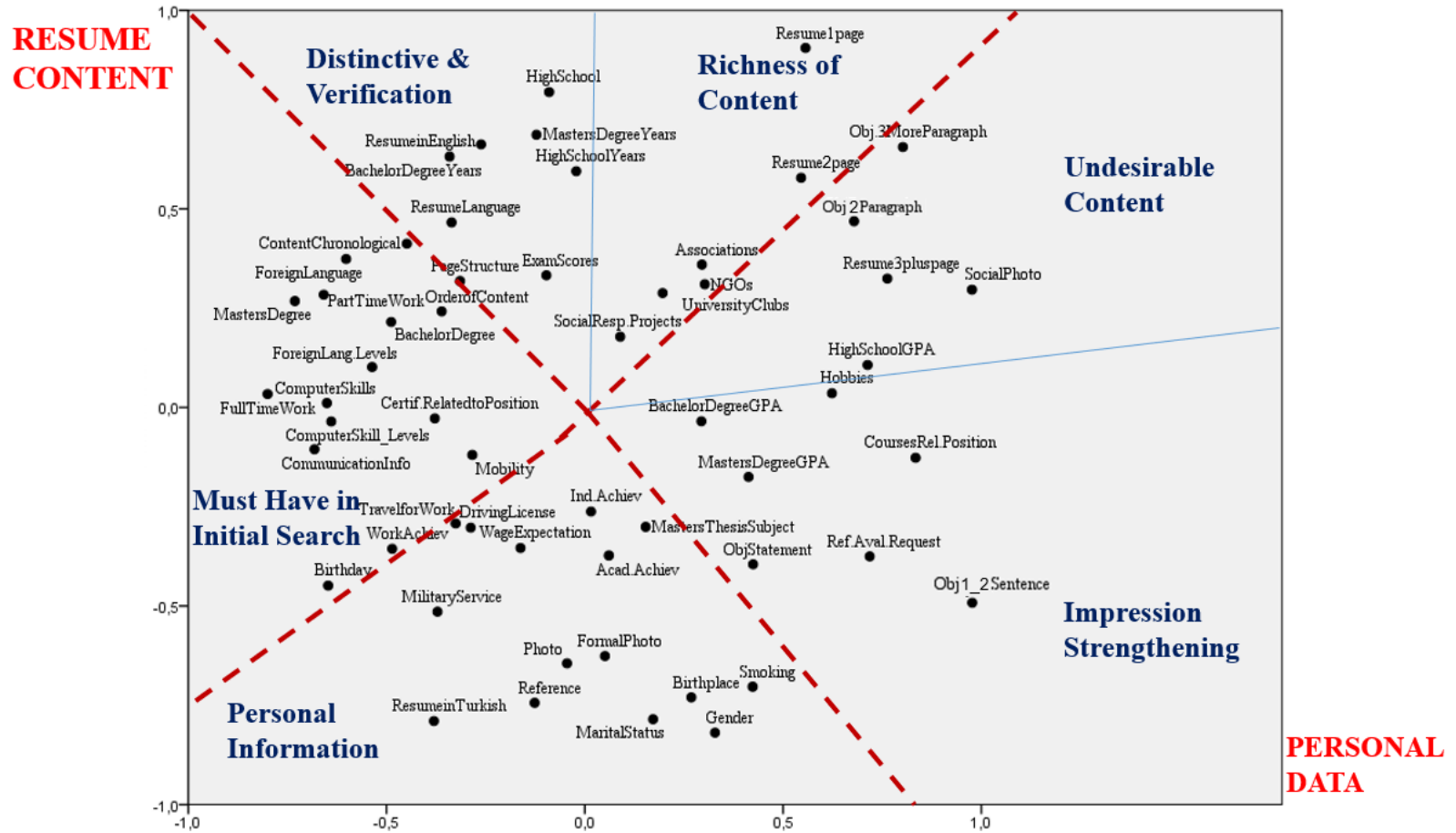
3.2. MULTI-DIMENSIONAL SCALING of RCS

Resume Characteristics Scale is analyzed by the Multi-Dimensional Scaling (MDS) approach to understanding similarities and dissimilarities between items while revealing underlying dimensions and segments via PROXSCAL, MDS module in SPSS. The matrices of Pearson correlation coefficients between the 56 resume characteristics were analyzed with interval MDS and initial Simplex configuration. While analyzing data following defaults for ties, and iteration criteria is used; stress convergence = .0001, minimum stress = .0001, maximum iterations = 100.

As a result of MDS analysis, two main dimensions, and four segments were formed with the Stress-I level of .295. Additional two segments were defined by the help of a descriptive analysis of RCS. Two dimensions were named as Resume Content and Personal Data.

Figure 3.1 shows all dimensions and segments; for final coordinates of analysis, please see Appendix N. Although the stress level of this analysis fit as poor according to Kruskal (1964)'s benchmarks, based on Borg ve Groenen (1997)'s view, MDS structure created a sense of 56 diverse resume characteristics in terms of their relevance with each other in this study. Six segments are; must have in initial search, distinctive & verifying, richness of content, undesirable content, impression strengthening, and personal information.

Figure 3.1. Multi-Dimensional Scaling of Resume Characteristics Scale (Segments, and Dimension)



The Resume Content dimension constitutes of the following segments; must have in initial search items, undesired content items, and impression strengthening segments (Table 3.2).

Table 3.2. The Dimension of Resume Content, Its Segments and the Resume Characteristics

DIMENSION: Resume Content	Resume Characteristics Items	
Must Have in Initial Search	Full-Time Work	Foreign Lang. Levels
	Master’s degree	Bachelor’s degree
	Communication Info	Work Achieve.
	Part-Time Work	Content Chronological
	Computer Skills	Certif. Related to Position
	Birthday	Order of Content
	Computer Skill Levels	Travel for Work
	Foreign Language	Mobility
Undesired Content	Obj Paragraph	Obj. 3 More Paragraph
	High School GPA	Social Photo
	Resume 3 plus page	
Impression Strengthening	Hobbies	Obj Statement
	Courses Rel. Position	Master’s degree GPA
	Obj. Sentence	Bachelor’s degree GPA
	Ref. Aval. Request	

The Personal Data dimension is formed by Personal Information items, richness of content items, and distinctive & verifying segments. Please see Table 3.3 for item details.

Table 3.3. The Dimension of Personal Data, Its Segments and the Resume Characteristics

DIMENSION: Personal Data	Resume Characteristics Items	
Personal Information	Gender	Formal Photo
	Resume in Turkish	Military Service
	Marital Status	Acad. Achieve
	Reference	Wage Expectation
	Birthplace	Driving License
	Smoking	Master's Thesis Subject
	Photo	Ind. Achieve
Richness of Content	Social Resp. Projects	Associations
	University Clubs	Resume 2 page
	NGOs	Resume 1 page
Distinctive & Verifying	Page Structure	Bachelor's degree Years
	Exam Scores	Resume in English
	Resume Language	Master's degree Years
	High School Years	High School

3.3. FACTOR ANALYSIS of WORK ALIENATION SCALE

Although at the beginning of the study, the ready to use Turkish translation of Work Alienation Scale (WAS) decided to use, after data collection, items are deeply examined once more. As a result of this examination, following items are disclosed

from factor analysis due to either mistranslation or unrelated used terms like “worker” (işçi) or “work-life” (iş hayatı): Powerlessness 3, 4, 5, 6; Meaninglessness 7; Self-estrangement 1, 2, 3, 4, 5. After item exclusion, factor analysis conducted with remaining items. At the end of the repeated factor analysis, four items last that constructed only one factor. These items are Meaninglessness 1,3,6, and Self-estrangement 6 (see Table 3.4. for details). Since the scale did not function as expected, we decided to use the remaining four items as individual variables but not as a scale. For further analysis, we continued with these four items.

Table 3.4. Items Selected to Use as Individually from WAS

WAS Item	
Abbreviation	Item
Meaninglessness_1	My work is a significant contribution to the successful operation of the organization
Meaninglessness_3	My work is really important and worthwhile
Meaninglessness_6	I understand how my work role fits into the overall operation of this organization.
Selfestrangement_6	My work is often routine and dull, providing little opportunity for creativity.

3.4. CORRELATION ANALYSIS OF RCS and WAS ITEMS

3.4.1. Correlation Analysis of RCS’s Segments and WAS Items

The segments of the RCS’s means are computed for preparation for correlation analysis. New variables are named as must have in initial search, distinctive & verifying, richness of content, undesired content, impression strengthening, and personal information. Correlation Analysis held between RCS segments and WAS

items of Meaninglessness 1, 3, 6, and Self-estrangement 6. Details of Correlations Analysis described in Table 3.5.

According to results, Meaninglessness Item 1 is positively correlated with must have in initial search ($r=.261, n=92, p<.005$), whereas it is negatively correlated with richness of content ($r=-.213, n=92, p<.005$). Meaninglessness Item 3 is also positively correlated with must have in initial search ($r=.299, n=92, p<.001$), whereas it is negatively correlated with Undesired Content ($r=-.235, n=92, p<.005$), and richness of content ($r=-.258, n=92, p<.005$). Similarly, Meaninglessness Item 6 is also positively correlated with must have in initial search ($r=.360, n=92, p<.001$), whereas it is negatively correlated with undesired content ($r=-.229, n=92, p<.005$), and richness of content ($r=-.214, n=92, p<.005$). On the other hand, Self-estrangement Item 6 is positively correlated with undesired content ($r=.236, n=92, p<.005$), whereas it is negatively correlated with must have in initial search ($r=-.272, n=92, p<.001$).

Effect sizes are interpreted by r value according to Cohen (1988) as he suggests, small effect size = .10-.29, medium effect size = .30-.49, large effect size = .50-.69, and very large effect size = .70, and over. Overall in this correlation analysis effect sizes are varied between small, and medium.

Table 3.5. Correlation Analysis of RCS Segments and WAS Items

	1	2	3	4	5	6	7	8	9	10
1 Meaninglessness_1	1									
2 Meaninglessness_3	.599**	1								
3 Meaninglessness_6	.650**	.745**	1							
4 Selfestrangement_6	-.315**	-.415**	-.407**	1						
5 Must Have in Initial Search	.261*	.299**	.360**	-.272**	1					
6 Distinctive & Verifying	.097	.066	.072	.019	.500**	1				
7 Richness of Content	-.213*	-.258*	-.214*	.108	.189	.237*	1			
8 Undesired Content	-.199	-.235*	-.229*	.236*	-.127	.175	.194	1		
9 Impression Strengthening	-.122	-.082	-.132	.145	.060	.099	.362**	.313**	1	
10 Personal Information	-.142	.174	.162	-.063	.373**	.175	.041	.055	.362**	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

3.4.2. Correlation Analysis of RCS's Items and WAS Items

To have a deeper understanding of the relationship between RCS items and WAS items, correlation analysis was completed. The results are supporting previous correlation analysis of RCS segments and WAS items. Please see Table 3.6. for details of Must Have in Initial Search RCS segment items, and WAS items; Table 3.7. for details of Distinctive & Verifying RCS segment items, and WAS items, Table 3.8. for details of Richness of Content RCS segment items, and WAS items, Table 3.9. for details of Undesirable Content RCS segment items, and WAS items, Table 3.10. for details of Impression Strengthening RCS segment items, and WAS items, and Table 3.11. for details of Personal Information RCS segment items, and WAS items for details.

As Meaningless item 1 is found positively correlated with must have in initial search segment of RCS, this item is also found positively correlated with full time work experiences ($r=.330, n=92, p<.001$), work achievements ($r=.218, n=92, p<.005$), computer skills ($r=.321, n=92, p<.001$), and its levels ($r=.212, n=92, p<.005$), foreign language skills ($r=.322, n=92, p<.001$), order of content ($r=.272, n=92, p<.001$), and chronological order within content items ($r=.230, n=92, p<.005$). All these items are also placed under the must have in initial search segment. Moreover, as previously mentioned, Meaningless item 1 also found negatively correlated with the richness of content segment. A deeper analysis shows that this item is also negatively correlated with associations ($r=-.236, n=92, p<.005$) item under RCS. When we checked other segments, and items only two other items of RCS are found negatively correlated with Meaningless item 1: High school GPA ($r=-.220, n=92, p<.005$) from undesirable content segment, and marital status ($r=-.207, n=92, p<.005$) from personal information segment. Overall, in this correlation analysis, effect sizes are varied between small and medium.

Meaningless item 3, and RCS items' correlation analysis again supports segment correlation analysis. According to results, this item is positively correlated

with some items that clusters must have in initial search: communication information ($r=.211, n=92, p<.005$), full time work experience ($r=.421, n=92, p<.001$), work achievements ($r=.297, n=92, p<.001$), master's degree information ($r=.218, n=92, p<.005$), computer skills' levels ($r=.231, n=92, p<.005$), and order of content ($r=.238, n=92, p<.005$). Moreover it is negatively correlated with associations ($r=-.225, n=92, p<.005$), resume 1-page ($r=-.226, n=92, p<.005$) which are clustered under Richness of Content segment, and an item from undesired characteristic; social photo ($r=-.247, n=92, p<.005$). Further it is positively correlated with objective statement ($r=.215, n=92, p<.005$) from impression strengthening, and individual ($r=.237, n=92, p<.005$) achievements, driving license ($r=.212, n=92, p<.005$), and military service ($r=.207, n=92, p<.005$) from personal information. Overall, in this correlation analysis effect sizes are varied between small, and medium.

The results of correlation analysis between Meaningless item 6 and RCS items are also found supporting segments' correlations. Following items are found positively correlated with meaningless item 6: communication information ($r=.319, n=92, p<.001$), full time work experience ($r=.461, n=92, p<.001$), work achievements ($r=.431, n=92, p<.001$), bachelor's ($r=.207, n=92, p<.005$), and master's degree ($r=.273, n=92, p<.001$), computer skills ($r=.283, n=92, p<.001$), and its levels ($r=.238, n=92, p<.005$), foreign language skills ($r=.206, n=92, p<.005$), and its levels ($r=.235, n=92, p<.005$). All these items are cluster under the must have in initial search segment as well. It is also found this item is negatively correlated with resume 1-page ($r=-.250, n=92, p<.005$) from richness of content segment, and social photo ($r=-.270, n=92, p<.001$) from undesirable content segment. Moreover, it is positively correlated with page structure ($r=.229, n=92, p<.001$) from distinctive & verifying segment; individual ($r=.290, n=92, p<.001$) achievements, driving license ($r=.206, n=92, p<.005$), and directly shared reference info ($r=.222, n=92, p<.005$) from personal information segment. On the other hand, meaningless item 6 is negatively correlated with hobbies ($r=-.265, n=92, p<.005$), and "reference available upon request" statement ($r=-.208, n=92, p<.005$) from impression strengthening segment. Meaningless item 6 showed

most correlations above other WAS items with RCS items. Overall, in this correlation analysis, effect sizes are varied between small and medium.

Lastly, correlation analysis of Self-estrangement item 6, and RCS items' results are also supporting initial segment correlations. According to results, full time ($r=-.360, n=92, p<.001$), and part-time ($r=-.283, n=92, p<.001$) work experience, work achievements ($r=-.222, n=92, p<.005$), master's degree ($r=-.257, n=92, p<.005$), and foreign language skill's levels ($r=-.227, n=92, p<.005$), which are also clustered under must have in initial search segment, are negatively correlated with Self-estrangement item 6. On the other hand, the relation between Self-estrangement item 6, and an item from undesirable content, three or more paged resume ($r=.220, n=92, p<.005$) is found positively correlated. It is also found that this item is positively correlated with resume 2-page ($r=.287, n=92, p<.001$) from richness of content segment, and "reference available upon request" statement ($r=.215, n=92, p<.005$) from impression strengthening segment; but negatively correlated with direct reference information ($r=-.297, n=92, p<.001$) from personal information segment. Overall in this correlation analysis, effect sizes are varied between small and medium.

Overall this analysis showed the correlations between WAS items and RCS segments are meaningful and provides deeper understanding regarding which RCS items are found more important than others. Although HRM professionals' work alienation level have not determined due to failure of scale, these analyses with four-item of WAS partially supports the H2 hypothesis. Combined results are supporting the idea of HRM professionals who are aware of their work's importance, and found meaningful are evaluating resumes in a different way than HRM professionals who think their work is boring and close to creativity. Therefore, these results suggest that feeling negative about job effects decisions negatively in terms of defining the importance of resume characteristics.

Table 3.6. Correlation Analysis of Must Have in Initial Search RCS Segment Items and WAS Items

	1	2	3	4	5	6	7	8	9	10
1 Meaninglessness_1	1									
2 Meaninglessness_3	.599**	1								
3 Meaninglessness_6	.650**	.745**	1							
4 Selfestrangement_6	-.315**	-.415**	-.407**	1						
5 Full-Time Work	.330**	.421**	.461**	-.360**	1					
6 Part-Time Work	.102	.200	.110	-.283**	.492**	1				
7 Master's degree	.143	.218*	.273**	-.257*	.456**	.253*	1			
8 Communication Info	.129	.211*	.319**	-.174	.555**	.259*	.430**	1		
9 Computer Skills	.321**	.189	.283**	-.040	.305**	.185	.321**	.208*	1	
10 Computer Skill Levels	.212*	.231*	.238*	-.107	.331**	.217*	.280**	.260*	.798**	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 3.6. Continued

	1	2	3	4	5	6	7	8	9	10
11 Foreign Language	.322**	.168	.206*	-.155	.439**	.355**	.373**	.143	.538**	.539**
12 Foreign Lang. Levels	.170	.126	.235*	-.227*	.369**	.353**	.471**	.273**	.473**	.510**
13 Birthday	-.083	.161	.110	-.112	.338**	.128	.185	.290**	.100	.065
14 Bachelor's degree	.118	.102	.207*	-.047	.436**	.207*	.585**	.506**	.352**	.360**
15 Work Achieve.	.218*	.297**	.431**	-.222*	.408**	.091	.136	.178	.329**	.265*
16 Content Chronological	.230*	.118	.127	-.073	.286**	.246*	.067	.133	.203	.252*
17 Order of Content	.272**	.238*	.190	-.174	.349**	.337**	.146	.269**	.237*	.260*
18 Certif. Related to Position	.034	.009	.126	-.152	.251*	.363**	.351**	.213*	.216*	.219*
19 Mobility	.049	.132	.204	-.149	.215*	.270**	.273**	.234*	.214*	.240*
20 Travel for Work	.083	.072	.083	-.044	.134	.209*	.079	.188	.070	.069

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 3.6. Continued

	11	12	13	14	15	16	17	18	19	20
11 Foreign Language	1									
12 Foreign Lang. Levels	.692**	1								
13 Birthday	.107	.099	1							
14 Bachelor's degree	.401**	.312**	.386**	1						
15 Work Achieve.	.316**	.256*	.161	.300**	1					
16 Content Chronological	.352**	.208*	.157	.273**	.406**	1				
17 Order of Content	.393**	.234*	.208*	.364**	.386**	.782**	1			
18 Certif. Related to Position	.246*	.344**	.160	.366**	.174	.274**	.426**	1		
19 Mobility	.162	.335**	.085	.269**	.352**	.460**	.467**	.312**	1	
20 Travel for Work	.086	.176	.112	.174	.291**	.416**	.497**	.351**	.716**	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 3.7. Correlation Analysis of Distinctive & Verifying RCS Segment Items and WAS Items

	1	2	3	4	5	6	7	8	9	10	11	12
1 Meaninglessness_1	1											
2 Meaninglessness_3	.599**	1										
3 Meaninglessness_6	.650**	.745**	1									
4 Selfestrangement_6	-.315**	-.415**	-.407**	1								
5 Page Structure	.091	.081	.229*	.037	1							
6 Exam Scores	.114	.063	.046	-.092	.080	1						
7 Resume Language	.019	.005	.055	.060	.479**	.104	1					
8 High School Years	-.032	.031	.012	-.003	.102	.261*	.134	1				
9 Bachelor's degree Years	.143	.101	.040	-.034	.145	.223*	.217*	.446**	1			
10 Master's degree Years	.190	.142	.095	.036	.022	.233*	.169	.466**	.841**	1		
11 Resume in English	-.046	-.027	-.051	.011	.136	.196	.573**	.297**	.226*	.250*	1	
12 High School	.017	-.059	-.051	.069	.106	.316**	.134	.652**	.267**	.203	.172	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 3.8. Correlation Analysis of Richness of Content RCS Segment Items and WAS Items

	1	2	3	4	5	6	7	8	9	10
1 Meaninglessness_1	1									
2 Meaninglessness_3	.599**	1								
3 Meaninglessness_6	.650**	.745**	1							
4 Selfestrangement_6	-.315**	-.415**	-.407**	1						
5 Social Resp. Projects	-.031	-.101	-.050	.036	1					
6 University Clubs	-.103	-.193	-.144	.068	.776**	1				
7 NGOs	-.167	-.187	-.169	.053	.806**	.680**	1			
8 Associations	-.236*	-.225*	-.108	-.092	.677**	.606**	.817**	1		
9 Resume 1 page	-.167	-.226*	-.250*	.084	.055	.116	.157	.130	1	
10 Resume 2 page	-.192	-.159	-.178	.287**	.209*	.175	.170	.199	.407**	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 3.9. Correlation Analysis of Undesired Content RCS Segment Items and WAS Items

	1	2	3	4	5	6	7	8	9
1 Meaninglessness_1	1								
2 Meaninglessness_3	.599**	1							
3 Meaninglessness_6	.650**	.745**	1						
4 Selfestrangement_6	-.315**	-.415**	-.407**	1					
5 Obj. 3 More Paragraph	-.140	-.152	-.140	.158	1				
6 Obj 2 Paragraph	-.064	-.141	-.097	.099	.593**	1			
7 High School GPA	-.220*	-.096	-.160	.085	.296**	.130	1		
8 Resume 3 plus page	-.139	-.045	-.008	.220*	.412**	.164	.184	1	
9 Social Photo	-.049	-.247*	-.270**	.121	-.001	.124	.021	-.004	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 3.10. Correlation Analysis of Impression Strengthening RCS Segment Items and WAS Items

	1	2	3	4	5	6	7	8	9	10	11
1 Meaninglessness_1	1										
2 Meaninglessness_3	.599**	1									
3 Meaninglessness_6	.650**	.745**	1								
4 Selfestrangement_6	-.315**	-.415**	-.407**	1							
5 Hobbies	-.141	-.076	-.265*	.034	1						
6 Courses Rel. Position	-.104	-.166	-.045	.182	.162	1					
7 Obj Statement	.061	.215*	.195	-.043	.181	.061	1				
8 Obj. 1_2 Sentence	-.158	-.038	-.160	.118	.062	.063	.203	1			
9 Bachelor's degree GPA	-.021	-.064	.004	.003	.071	.345**	.168	-.064	1		
10 Master's degree GPA	-.032	-.046	.029	-.016	.063	.341**	.234*	-.014	.884**	1	
11 Ref. Aval. Request	-.044	-.089	-.208*	.215*	-.003	.086	.128	.163	-.037	-.150	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 3.11. Correlation Analysis of Personal Information RCS Segment Items and WAS Items

	1	2	3	4	5	6	7	8	9	10	11	12
1 Meaninglessness_1	1											
2 Meaninglessness_3	.599**	1										
3 Meaninglessness_6	.650**	.745**	1									
4 Selfestrangement_6	-.315**	-.415**	-.407**	1								
5 Gender	-.187	.089	-.040	.112	1							
6 Resume in Turkish	-.100	-.088	-.054	.090	.280**	1						
7 Marital Status	-.207*	.057	-.017	.014	.488**	.026	1					
8 Reference	.014	.136	.222*	-.297**	.048	.062	.232*	1				
9 Birthplace	-.183	-.085	-.124	.073	.192	.180	.333**	.170	1			
10 Smoking	-.048	.101	.009	.120	.300**	.104	.381**	.197	.308**	1		
11 Photo	.003	.203	.194	-.186	.265*	.106	.267*	.407**	.271**	.298**	1	
12 Formal Photo	-.073	.162	.087	-.117	.371**	.110	.431**	.283**	.348**	.302**	.736**	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 3.11. *Continued*

	1	2	3	4	5	6	7	8	9	10	11	12
13 Military Service	-.099	.207*	.166	.057	.312**	.123	.301**	.137	.206*	.272**	.288**	.229*
14 Acad. Achieve	-.080	.048	.164	.003	.000	.374**	.162	.235*	.226*	.316**	.272**	.264*
15 Wage Expectation	.026	-.010	.042	.019	-.048	-.001	.173	.180	.175	.080	.322**	.348**
16 Driving License	-.108	.212*	.206*	-.118	.100	.014	.274**	.236*	.154	.213*	.095	.122
17 Master's Thesis Subject	-.028	.025	.143	-.168	.119	.137	.093	.170	.091	.319**	.171	.161
18 Ind. Achieve	.026	.237*	.290**	-.072	.035	.278**	.142	.138	.200	.223*	.335**	.258*

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 3.11. *Continued*

	13	14	15	16	17	18
13 Military Service	1					
14 Acad. Achieve	.121	1				
15 Wage Expectation	.079	.237*	1			
16 Driving License	.447**	.218*	.074	1		
17 Master's Thesis Subject	.133	.354**	.184	.181	1	
18 Ind. Achieve	.092	.692**	.300**	.180	.395**	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

3.5. ANALYSIS FOR RCS and DEMOGRAPHICS

3.5.1. Correlation Analysis of RCS's Segments and Demographics

Further correlation analysis is conducted to see the relation between HRM professionals' demographics and RSC segments. As expected, age is positive correlated with total experience ($r=.942, n=92, p<.001$), experience in current company ($r=.491, n=92, p<.001$), previous ($r=.746, n=92, p<.001$), and current ($r=.696, n=92, p<.001$) resume screening experience. Total-experience is positively correlated with current company experience ($r=.562, n=92, p<.001$) with large effect size (Cohen,1988), previous ($r=.717, n=92, p<.001$), and current ($r=.727, n=92, p<.001$) resume screening experience. Also, current company experience, and current resume screening experience ($r=.419, n=92, p<.001$) are positively correlated. Lastly, total HR team employees count, and total recruitment team employees count ($r=.342, n=92, p<.001$) positively correlated with each other. Overall in this correlation analysis, effect sizes are varied between medium and very large.

Non-of the correlation analysis shows a significant relationship between HRM professionals' demographics and RCS segments. More specifically, there is no correlation between age, total experience, current company experience, previous or current resume screening experience, total HR team employee count, and total recruitment team employee count, and RCS segments. For details, please see Table 3.12.

Table 3.12. Correlation Analysis of RCS Segment Items and Demographics

	1	2	3	4	5	6	7	8	9	10	11	12	13
1 Age	1												
2 Total Exp.	.942**	1											
3 Exp. in Current Comp.	.491**	.562**	1										
4 Current Resume Scr. Exp.	.696**	.727**	.419**	1									
5 Prev. Resume Scr. Exp.	.746**	.717**	.252	. ^b	1								
6 Total HR	-.119	-.136	.053	-.124	-.139	1							
7 HR Recruitment	-.125	-.135	.075	.103	-.008	.342**	1						
8 Must Have in Initial Search	-.168	-.147	-.057	.098	-.374	-.152	.043	1					
9 Distinctive & Verifying	-.120	-.078	-.105	.164	-.114	.109	.194	.500**	1				
10 Richness of Content	-.075	-.052	-.020	.260	-.308	-.148	.069	.189	.237*	1			
11 Undesired Content	-.103	-.127	-.077	-.109	-.214	-.067	-.045	-.127	.175	.194	1		
12 Impression Strengthening	-.133	-.136	.124	-.165	.027	-.043	.084	.060	.099	.362**	.313**	1	
13 Personal Information	.024	-.047	.014	-.253	-.046	-.010	-.070	.373**	.175	.041	.055	.362**	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

b. Cannot be computed because at least one of the variables is constant.

3.5.2. Correlation Analysis of RCS Items and Demographics

Further series of correlation analysis is conducted to have a deeper sense of whether demographics (age, total experience, experience in current company, previous, and current resume screening experience, total HR Team, and total recruitment team within HR) and RCS items have any relationship. Although none of these demographics has a relationship with RCS segments, some of them have relations with individual items. Please see Table 3.13. for details of Must Have in Initial Search RCS segment items, and demographics; Table 3.14. for details of Distinctive & Verifying RCS segment items, and demographics, Table 3.15. for details of Richness of Content RCS segment items, and demographics, Table 3.16. for details of Undesirable Content RCS segment items, and demographics, Table 3.17. for details of Impression Strengthening RCS segment items, and demographics, and Table 3.18. for details of Personal Information RCS segment items, and demographics for details.

Age is found negatively correlated with full time work experience ($r=-.285$, $n=87$, $p<.001$), communication information ($r=-.306$, $n=87$, $p<.001$), chronological order within content ($r=-.219$, $n=87$, $p<.005$), and also order of content ($r=-.223$, $n=86$, $p<.005$) under must have in initial search segment;, and wage expectations ($r=-.224$, $n=87$, $p<.005$) from personal information segment. Overall, in this correlation analysis effect sizes are varied between small, and medium.

Total-experience is also negatively correlated with full time work experience ($r=-.238$, $n=85$, $p<.005$), communication information ($r=-.294$, $n=85$, $p<.001$) from must have in initial search segment, and wage expectations ($r=-.287$, $n=85$, $p<.001$) from personal information segment. Experience in the current company is only correlated with communication information ($r=-.313$, $n=74$, $p<.001$) from the must have in initial search segment negatively. Overall, in this correlation analysis, effect sizes are varied between small and medium.

Current resume screening experience is positively correlated with high school information ($r=.331$, $n=57$, $p<.005$) from distinctive & verifying segment; social

responsibility projects ($r=.346, n=57, p<.001$), and associations ($r=.264, n=57, p<.005$) under richness of content; and negatively correlated with birthplace ($r=-.394, n=57, p<.001$) item under personal information segment. Previous resume screening experience is found negatively correlated with full-time work experience ($r=-.466, n=26, p<.001$), work achievements ($r=-.504, n=26, p<.001$), and chronological order within the content ($r=-.438, n=26, p<.005$) under must have in initial search segment. Overall, in this correlation analysis, effect sizes are varied between small and large.

The total number of the HR team is only negatively correlated with computer skills ($r=-.303, n=86, p<.001$), and its levels ($r=-.273, n=86, p<.005$) from must have in initial search segment. Lastly, the total number of recruitment teams is only correlated with resume prepared in English ($r=.237, n=83, p<.005$) under the distinctive & verifying segment. Any of these demographics are related to undesired or impression strengthening items. Overall, in this correlation analysis, effect sizes are varied between small and medium.

To sum up, although these results are very limited, experience, in general, seems to correlate with must have in initial search items negatively. This suggests, older HRM professionals are giving less importance to must have in initial search items of new graduated candidates.

Table 3.13. Correlation Analysis of Must Have in Initial Search RCS Segment Items and Demographics

	1	2	3	4	5	6	7	8	9	10	11
1 Age	1										
2 Total Exp.	.942**	1									
3 Exp. in Current Comp.	.491**	.562**	1								
4 Current Resume Scr. Exp.	.696**	.727**	.419**	1							
5 Prev. Resume Scr. Exp.	.746**	.717**	.252	. ^c	1						
6 Total HR	-.119	-.136	.053	-.124	-.139	1					
7 HR Recruitment	-.125	-.135	.075	.103	-.008	.342**	1				
8 Full Time Work	-.285**	-.238*	-.220	.198	-.466*	-.182	.051	1			
9 Part Time Work	-.152	-.151	-.054	.131	-.262	.005	-.011	.492**	1		
10 Master's degree	-.020	-.003	.032	.037	-.261	.164	.040	.456**	.253*	1	
11 Communication Info	-.306**	-.294**	-.313**	-.010	-.269	.000	.087	.555**	.259*	.430**	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

c. Cannot be computed because at least one of the variables is constant.

Table 3.13. *Continued*

	1	2	3	4	5	6	7	8	9	10	11
12 Computer Skills	-.101	-.064	.008	-.022	-.203	-.303**	-.190	.305**	.185	.321**	.208*
13 Computer Skill Levels	-.133	-.105	.038	-.058	-.211	-.273*	-.073	.331**	.217*	.280**	.260*
14 Foreign Language	-.181	-.098	-.045	.094	-.253	-.167	.114	.439**	.355**	.373**	.143
15 Foreign Lang. Levels	.021	.036	.020	.125	.016	-.023	.177	.369**	.353**	.471**	.273**
16 Birthday	-.101	-.082	-.042	.035	-.151	-.085	.038	.338**	.128	.185	.290**
17 Bachelor's degree	-.137	-.144	-.092	.044	-.373	-.040	-.040	.436**	.207*	.585**	.506**
18 Work Achieve.	.028	.013	.035	.123	-.504**	-.121	-.117	.408**	.091	.136	.178
19 Content Chronological	-.219*	-.181	-.053	-.001	-.438*	-.125	.127	.286**	.246*	.067	.133
20 Order of Content	-.223*	-.157	-.059	.076	-.242	-.157	.110	.349**	.337**	.146	.269**
21 Certif. Related to Position	.031	.014	.150	.037	-.082	.042	-.030	.251*	.363**	.351**	.213*
22 Mobility	.110	.065	.017	.094	-.065	-.040	.075	.215*	.270**	.273**	.234*
23 Travel for Work	-.038	-.093	-.163	.014	.007	-.013	.047	.134	.209*	.079	.188

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 3.13. *Continued*

	12	13	14	15	16	17	18	19	20	21	22	23
12 Computer Skills	1											
13 Computer Skill Levels	.798**	1										
14 Foreign Language	.538**	.539**	1									
15 Foreign Lang. Levels	.473**	.510**	.692**	1								
16 Birthday	.100	.065	.107	.099	1							
17 Bachelor's degree	.352**	.360**	.401**	.312**	.386**	1						
18 Work Achieve.	.329**	.265*	.316**	.256*	.161	.300**	1					
19 Content Chronological	.203	.252*	.352**	.208*	.157	.273**	.406**	1				
20 Order of Content	.237*	.260*	.393**	.234*	.208*	.364**	.386**	.782**	1			
21 Certif. Related to Position	.216*	.219*	.246*	.344**	.160	.366**	.174	.274**	.426**	1		
22 Mobility	.214*	.240*	.162	.335**	.085	.269**	.352**	.460**	.467**	.312**	1	
23 Travel for Work	.070	.069	.086	.176	.112	.174	.291**	.416**	.497**	.351**	.716**	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 3.14. Correlation Analysis of Distinctive & Verifying RCS segment Items and Demographics

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1 Age	1														
2 Total Exp.	.942**	1													
3 Exp. in Current Comp.	.491**	.562**	1												
4 Current Resume Scr. Exp.	.696**	.727**	.419**	1											
5 Prev. Resume Scr. Exp.	.746**	.717**	.252	. ^b	1										
6 Total HR	-.119	-.136	.053	-.124	-.139	1									
7 HR Recruitment	-.125	-.135	.075	.103	-.008	.342**	1								
8 Page Structure	-.111	-.074	-.069	.007	-.070	.054	.132	1							
9 Exam Scores	-.188	-.139	-.077	-.075	-.204	-.007	.001	.080	1						
10 Resume Language	-.066	-.056	-.087	.051	-.112	.045	.109	.479**	.104	1					
11 High School Years	.002	.024	-.084	.183	-.039	.043	.177	.102	.261*	.134	1				
12 Bachelor's degree Years	-.042	-.018	.026	.122	.105	.106	.129	.145	.223*	.217*	.446**	1			
13 Master's degree Years	-.086	-.056	-.079	.055	.056	.112	.015	.022	.233*	.169	.466**	.841**	1		
14 Resume in English	-.091	-.080	-.072	.078	-.093	.088	.237*	.136	.196	.573**	.297**	.226*	.250*	1	
15 High School	-.020	.007	-.079	.331*	-.175	.078	.115	.106	.316**	.134	.652**	.267**	.203	.172	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

b. Cannot be computed because at least one of the variables is constant.

Table 3.15. Correlation Analysis of Richness of Content RCS Segment Items and Demographics

	1	2	3	4	5	6	7	8	9	10	11	12	13
1 Age	1												
2 Total Exp.	.942**	1											
3 Exp. in Current Comp.	.491**	.562**	1										
4 Current Resume Scr. Exp.	.696**	.727**	.419**	1									
5 Prev. Resume Scr. Exp.	.746**	.717**	.252	. ^b	1								
6 Total HR	-.119	-.136	.053	-.124	-.139	1							
7 HR Recruitment	-.125	-.135	.075	.103	-.008	.342**	1						
8 Social Resp. Projects	.018	.035	-.002	.346**	-.240	-.074	.033	1					
9 University Clubs	-.111	-.075	-.092	.185	-.350	-.100	-.019	.776**	1				
10 NGOs	.006	-.002	.036	.217	-.315	-.127	-.013	.806**	.680**	1			
11 Associations	.048	.053	.024	.264*	-.261	-.069	.085	.677**	.606**	.817**	1		
12 Resume 1 page	-.106	-.066	.073	.127	.030	-.093	.020	.055	.116	.157	.130	1	
13 Resume 2 page	-.165	-.156	-.118	-.016	-.216	-.157	.176	.209*	.175	.170	.199	.407**	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

b . Cannot be computed because at least one of the variables is constant.

Table 3.16. Correlation Analysis of Undesired Content RCS Segment Item and Demographics

	1	2	3	4	5	6	7	8	9	10	11	12
1 Age	1											
2 Total Exp.	.942**	1										
3 Exp. in Current Comp.	.491**	.562**	1									
4 Current Resume Scr. Exp.	.696**	.727**	.419**	1								
5 Prev. Resume Scr. Exp.	.746**	.717**	.252	. ^b	1							
6 Total HR	-.119	-.136	.053	-.124	-.139	1						
7 HR Recruitment	-.125	-.135	.075	.103	-.008	.342**	1					
8 Obj. 3 More Paragraph	-.054	-.055	.000	-.088	-.071	-.006	.014	1				
9 Obj 2 Paragraph	.044	.079	.151	-.055	-.140	-.157	-.113	.593**	1			
10 High School GPA	.054	-.005	-.108	.048	-.004	-.143	.093	.296**	.130	1		
11 Resume 3 plus page	-.156	-.187	-.163	-.104	-.313	-.123	-.117	.412**	.164	.184	1	
12 Social Photo	-.148	-.169	-.095	-.100	-.058	.191	.022	-.001	.124	.021	-.004	1

** . Correlation is significant at the 0.01 level (2-tailed).

b. Cannot be computed because at least one of the variables is constant.

Table 3.17. Correlation Analysis of Impression Strengthening RCS Segment Item and Demographics

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1 Age	1													
2 Total Exp.	.942**	1												
3 Exp. in Current Comp.	.491**	.562**	1											
4 Current Resume Scr. Exp.	.696**	.727**	.419**	1										
5 Prev. Resume Scr. Exp.	.746**	.717**	.252	. ^b	1									
6 Total HR	-.119	-.136	.053	-.124	-.139	1								
7 HR Recruitment	-.125	-.135	.075	.103	-.008	.342**	1							
8 Hobbies	-.166	-.126	-.084	.145	-.192	-.043	.091	1						
9 Courses Rel. Position	-.048	-.061	.066	-.238	.275	-.019	.020	.162	1					
10 Obj Statement	.025	.032	.130	-.052	-.109	-.137	-.040	.181	.061	1				
11 Obj. 1_2 Sentence	.002	-.096	-.007	-.124	.104	.147	.074	.062	.063	.203	1			
12 Bachelor's degree GPA	-.105	-.071	.062	-.053	-.002	-.167	-.005	.071	.345**	.168	-.064	1		
13 Master's degree GPA	-.038	-.001	.057	-.038	.090	-.204	-.046	.063	.341**	.234*	-.014	.884**	1	
14 Ref. Aval. Request	-.123	-.148	.192	-.204	-.022	.241*	.180	-.003	.086	.128	.163	-.037	-.150	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

b. Cannot be computed because at least one of the variables is constant.

Table 3.18. Correlation Analysis of Personal Information RCS Segments Items and Demographics

	1	2	3	4	5	6	7	8	9	10
1 Age	1									
2 Total Exp.	.942**	1								
3 Exp. in Current Comp.	.491**	.562**	1							
4 Current Resume Scr. Exp.	.696**	.727**	.419**	1						
5 Prev. Resume Scr. Exp.	.746**	.717**	.252	. ^c	1					
6 Total HR	-.119	-.136	.053	-.124	-.139	1				
7 HR Recruitment	-.125	-.135	.075	.103	-.008	.342**	1			
8 Gender	-.049	-.100	-.009	-.096	-.013	.079	-.003	1		
9 Resume in Turkish	.149	.104	.070	-.032	.081	.131	.180	.280**	1	
10 Marital Status	.035	-.026	-.006	-.212	-.092	-.126	-.174	.488**	.026	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

c. Cannot be computed because at least one of the variables is constant.

Table 3.18. *Continued*

	1	2	3	4	5	6	7	8	9	10
11 Reference	.061	.070	.152	-.121	-.080	.057	-.073	.048	.062	.232*
12 Birthplace	.018	-.015	.073	-.394**	.260	-.164	-.092	.192	.180	.333**
13 Smoking	.170	.093	.036	-.049	.114	.050	-.096	.300**	.104	.381**
14 Photo	-.120	-.135	.020	-.219	-.103	.100	.006	.265*	.106	.267*
15 Formal Photo	-.129	-.180	-.094	-.170	-.221	.064	-.022	.371**	.110	.431**
16 Military Service	.051	.021	-.042	-.134	.114	-.094	-.030	.312**	.123	.301**
17 Acad. Achieve	.101	.078	.074	-.076	-.106	-.043	-.094	.000	.374**	.162
18 Wage Expectation	-.224*	-.287**	-.200	-.182	-.073	-.121	-.076	-.048	-.001	.173
19 Driving License	.095	.031	-.097	-.086	-.021	-.067	.036	.100	.014	.274**
20 Master's Thesis Subject	.054	.037	.070	-.044	-.050	-.037	-.060	.119	.137	.093
21 Ind. Achieve	.036	.064	.132	.060	-.188	-.001	-.035	.035	.278**	.142

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Table 3.18. *Continued*

	11	12	13	14	15	16	17	18	19	20	21
11 Reference	1										
12 Birthplace	.170	1									
13 Smoking	.197	.308**	1								
14 Photo	.407**	.271**	.298**	1							
15 Formal Photo	.283**	.348**	.302**	.736**	1						
16 Military Service	.137	.206*	.272**	.288**	.229*	1					
17 Acad. Achieve	.235*	.226*	.316**	.272**	.264*	.121	1				
18 Wage Expectation	.180	.175	.080	.322**	.348**	.079	.237*	1			
19 Driving License	.236*	.154	.213*	.095	.122	.447**	.218*	.074	1		
20 Master's Thesis Subject	.170	.091	.319**	.171	.161	.133	.354**	.184	.181	1	
21 Ind. Achieve	.138	.200	.223*	.335**	.258*	.092	.692**	.300**	.180	.395**	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

3.5.3. T-Test Analysis of RCS's Segments and Demographics

A series of independent sample t-test analysis conducted to see whether there is a difference in RCS segment evaluation, and in terms of gender, education level, company type (national/international), sector, management experience (manager or not), and recruitment frequency.

According to Levene's test for equality of variances, due to significant p values of personal information, t-test analysis that is equal variances not assumed is used for personal information. Overall results show that importance given to must have in initial search segment items are significantly higher for female HRM professionals ($M_{\text{female}} = 5.334$, $SD = .478$) than male professionals ($M_{\text{male}} = 4.919$, $SD = .526$), $t(84) = -3.617$, $p = .001$, 95% CI [-.643, -.187]. Moreover, similar results are observed for distinctive & verifying items; importance given to these items is significantly higher for female HRM professionals ($M_{\text{female}} = 4.498$, $SD = .773$) than male professionals ($M_{\text{male}} = 3.884$, $SD = .968$), $t(84) = -3.151$, $p = .002$, 95% CI [-1.001, -.226] (See Table 3.19).

Although a demographic information questionnaire includes four levels of education level as a high school degree, bachelor's degree, master's degree, and doctorate; participants' education level is either bachelor's degree or a master's degree. Therefore, a t-test analysis is conducted. T-test analysis revealed there is no difference in terms of education level and importance given to RCS segments (Table 3.20.). HRM professionals with a bachelor's degree and master's degree evaluate similarly resume characteristics.

Levene's test for equality of variances is significant for distinctive & verifying, and richness of content RCS segments, therefore adjusted t-test results are interpreted in following analysis. According to results, importance given to distinctive & verifying items is significantly higher for international company HRM professionals ($M_{\text{international}} = 4.493$, $SD = .729$) than international company professionals ($M_{\text{international}} = 3.960$, $SD = 1.025$), $t(53,957) = -2,643$, $p = .011$, 95% CI [-.938, -.129]. importance given to personal information items is significantly higher for national company HRM

professionals ($M_{National} = 4.206$, $SD = .828$) than international company professionals ($M_{international} = 3.660$, $SD = .776$), $t(86) = 3.130$, $p = .002$, 95% CI [.199, .892] (Table 3.21.).

Participant's sectors are varied. To see sector effect sectors are combined under either "Sales & Manufacture" or "Service" sectors. The following sectors are defined as Sales & Manufacture: Automotive, Aviation, Chemical, Cosmetics, Energy, FMCG, Manufacture, Pharmaceutical, and following sectors combined under Service: Construction, Consultancy, E-Commerce, Education, Finance, Health, Information Technologies, Insurance, Logistics, Service, Telecommunication. Further analysis is conducted with an independent sample t-test. According to results, there is no difference in terms of sectors and the importance given to RCS segments. Please find the details in Table 3.22.

Results of the t-test analysis revealed there is no difference in terms of being a manager or not, and importance is given to RCS segments (Table 3.23.). HRM professionals with management experience and no management experience evaluate similarly resume characteristics.

The frequency of resume screening answers was categorized as every day, once a week, once two weeks, and once a month. Due to the unbalanced distribution of participants' answers, the frequency of resume screening options is redefined. The answer of every day, and once a week are combined, and named as "Frequent." Moreover, answer of once two weeks, and once a month options merged under the "Less Frequent" option. In this way, the frequency of resume screening had two clusters as frequent and less frequent. According to t-test analysis results, only importance given to distinctive & verifying segment significantly higher for frequently resume screening condition ($M_{frequent} = 4.492$, $SD = .831$) than less frequently screening ($M_{lessfrequent} = 4.063$, $SD = .907$), $t(86) = 2.319$, $p = .023$, 95% CI [.061, .797] (Table 3.24.).

Due to the unbalanced distribution of participants' answers, the frequencies of recruitment questions' following options are merged under "Less Frequent than Every

Months” option: every two months, every quarter, and every six months. In this way, the frequency of recruitment had two clusters as every month, and less frequent than every month. According to t-test analysis results, only importance given to impression strengthening items is significantly higher for less frequent than every months ($M_{\text{lessfrequent}} = 3.759$, $SD = .746$) than every month ($M_{\text{everymonth}} = 3.372$, $SD = .777$), $t(86) = -2.325$, $p = .022$, 95% CI [-.718, .056] (Table 3.25.).

Table 3.19. T-test Analysis of RCS Segment Items and Gender

	Female		Male		Levene's Test for Equality of Variances			<i>t</i>	Sig. (2- tailed)
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>Sig.</i>	<i>df</i>		
Must Have in Initial Search	5.334	.478	4.919	.526	.255	.615	84	-3.617	.001
Distinctive & Verifying	4.498	.773	3.884	.968	1.430	.235	84	-3.151	.002
Richness of Content	3.672	1.015	3.346	1.284	2.366	.128	84	-1.272	.207
Undesired Content	2.102	.761	2.319	1.031	1.405	.239	84	1.093	.278
Impression Strengthening	3.436	.764	3.698	.830	.077	.783	84	1.439	.154
Personel Information	3.826	.882	4.063	.658	4.244	.042	66.248	1.392	.169

Table 3.20. T-test Analysis of RCS Segment Items and Education Level

	Bachelors Degree		Masters Degree		Levene's Test for Equality of Variances			<i>t</i>	<i>Sig.</i> (2-tailed)
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>Sig.</i>	<i>df</i>		
Must Have in Initial Search	5.222	.556	5.123	.527	.211	.647	86	.830	.409
Distinctive & Verifying	4.302	.966	4.264	.772	1.658	.201	86	.193	.847
Richness of Content	3.623	1.192	3.524	.967	3.036	.085	86	.409	.683
Undesired Content	2.181	.870	2.149	.818	.249	.619	86	.176	.861
Impression Strengthening	3.569	.708	3.461	.894	2.459	.121	86	.628	.532
Personel Information	3.951	.882	3.749	.756	1.869	.175	86	1.114	.268

Table 3.21. T-test Analysis of RCS Segment Items and Company Type

	National		International		Levene's Test for Equality of Variances			<i>t</i>	<i>Sig.</i> (2-tailed)
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>Sig.</i>	<i>df</i>		
Must Have in Initial Search	5.173	.603	5.189	.509	3.210	.077	86	-.132	.895
Distinctive & Verifying	3.960	1.025	4.493	.729	6.062	.016	53.957	-2.643	.011
Richness of Content	3.304	1.294	3.759	.934	5.451	.022	54.560	-1.780	.081
Undesired Content	2.200	.974	2.148	.763	.960	.330	86	.279	.781
Impression Strengthening	3.576	.907	3.495	.703	3.485	.065	86	.469	.640
Personel Information	4.206	.828	3.660	.776	.255	.615	86	3.130	.002

Table 3.22. T-test Analysis of RCS Segment Items and Sector

	Sales and Manufacture		Service		Levene's Test for Equality of Variances		<i>t</i>	<i>df</i>	Sig. (2- tailed)
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>f</i>	<i>sig</i>			
Must Have in Initial Search	5.265	.512	5.095	.529	.128	.722	1.490	83	.140
Distinctive & Verifying	4.350	.867	4.196	.862	.395	.531	.805	83	.423
Richness of Content	3.683	.998	3.500	1.206	1.288	.260	.765	83	.447
Undesired Content	2.172	.965	2.200	.681	3.818	.054	-.148	83	.883
Impression Strengthening	3.546	.854	3.547	.689	1.457	.231	-.007	83	.994
Personel Information	3.879	.798	3.812	.846	.715	.400	.368	83	.714

Table 3.23. T-test Analysis of RCS Segment Items and Management Experience

	Has Management Experience		No Management Experience		Levene's Test for Equality of Variances			<i>t</i>	Sig. (2-tailed)
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>Sig.</i>	<i>df</i>		
Must Have in Initial Search	5.164	.528	5.215	.578	.014	.905	86	-.419	.676
Distinctive & Verifying	4.308	.881	4.250	.916	.021	.886	86	.293	.770
Richness of Content	3.557	1.008	3.630	1.268	2.872	.094	86	-.300	.765
Undesired Content	2.193	.871	2.125	.809	.069	.794	86	.360	.719
Impression Strengthening	3.429	.794	3.696	.747	.014	.907	86	-1.555	.124
Personel Information	3.782	.811	4.027	.868	.314	.577	86	-1.328	.188

Table 3.24. T-test Analysis of RCS Segment Items and Resume Screening Frequency

	Frequently		Less Frequently		Levene's Test for Equality of Variances			Sig. (2-tailed)	
	Mean	SD	Mean	SD	F	Sig.	df		
Must Have in Initial Search	5.219	.518	5.143	.575	1.224	.272	86	.652	.516
Distinctive & Verifying	4.492	.831	4.063	.907	.268	.606	86	2.319	.023
Richness of Content	3.504	1.095	3.671	1.118	.034	.854	86	-.707	.481
Undesired Content	2.139	.729	2.200	.965	.679	.412	86	-.336	.738
Impression Strengthening	3.373	.736	3.694	.809	1.027	.314	86	-1.951	.054
Personel Information	3.825	.780	3.922	.899	2.932	.090	86	-.543	.589

Table 3.25. T-test Analysis of RCS Segment Items and Recruitment Frequency

	Every Month		Less Frequent than Every Month		Levene's Test for Equality of Variances			<i>t</i>	<i>Sig. (2-tailed)</i>
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>Sig.</i>	<i>df</i>		
Must Have in Initial Search	5.171	.535	5.200	0.564	.719	.399	86	-.244	.808
Distinctive & Verifying	4.429	.873	4.071	.881	.004	.951	86	1.874	.064
Richness of Content	3.569	1.088	3.605	1.141	.178	.674	86	-.147	.883
Undesired Content	2.106	.817	2.263	.890	.025	.876	86	-.853	.396
Impression Strengthening	3.372	.777	3.759	.746	.044	.834	86	-2.325	.022
Personel Information	3.838	.802	3.920	.893	1.531	.219	86	-.449	.654

3.5.4. T-Test Analysis of RCS Items and Demographics

Due to significant differences in terms of gender, and company type, further t-test analysis is conducted to investigate RCS item-based differences. The results are both supported previous analysis, and reveal additional information.

According to Levene's test for equality of variances, due to significant p values of some of the RCS items, t-test analysis that is equal variances not assumed is used for those items for gender analysis. As previous analysis results revealed, gender difference occurred only for must have in initial search, and distinctive & verifying segment. Within must have in initial search segment, female professionals tend to give more importance to following items more that male professionals: full time ($M_{\text{female}} = 5.814$, $SD = .473$; $M_{\text{male}} = 5.481$, $SD = .700$; $t(37.246) = -2.242$, $p = .031$, 95% CI [-.632, -.032]), and part-time work experience ($M_{\text{female}} = 5.186$, $SD = 1.137$; $M_{\text{male}} = 4.556$, $SD = 1.476$; $t(84) = -2.169$, $p = .033$, 95% CI [-1.209, -.053]), communication information ($M_{\text{female}} = 5.966$, $SD = .183$; $M_{\text{male}} = 5.593$, $SD = .694$; $t(27.660) = -2.752$, $p = .010$, 95% CI [-.652, -.096]), foreign language skill ($M_{\text{female}} = 5.763$, $SD = .652$; $M_{\text{male}} = 5.407$, $SD = .747$; $t(84) = -2.239$, $p = .028$, 95% CI [-.671, -.040]), bachelor's degree ($M_{\text{female}} = 5.780$, $SD = .457$; $M_{\text{male}} = 5.481$, $SD = .580$; $t(41.414) = -2.357$, $p = .023$, 95% CI [-.554, -.043]), content order ($M_{\text{female}} = 5.288$, $SD = .929$; $M_{\text{male}} = 4.519$, $SD = 1.282$; $t(84) = -3.151$, $p = .002$, 95% CI [-1.255, -.284]), chronological order within content ($M_{\text{female}} = 5.424$, $SD = .894$; $M_{\text{male}} = 4.444$, $SD = 1.368$; $t(36.540) = -3.401$, $p = .002$, 95% CI [-1.563, -.396]), and travel for work ($M_{\text{female}} = 5.000$, $SD = 1.099$; $M_{\text{male}} = 4.333$, $SD = 1.109$; $t(84) = -2.604$, $p = .011$, 95% CI [-1.176, -.158]). Moreover, within distinctive & verifying segment again female professionals are attribute more importance to following items compared male professionals: exam scores ($M_{\text{female}} = 5.136$, $SD = 1.074$; $M_{\text{male}} = 4.481$, $SD = 1.649$; $t(84) = -2.199$, $p = .031$, 95% CI [-1.246, -.063]), bachelor's degree years ($M_{\text{female}} = 5.169$, $SD = 1.191$; $M_{\text{male}} = 4.333$, $SD = 1.710$; $t(84) = -2.621$, $p = .010$, 95% CI [-1.470, -.202]), and high school information ($M_{\text{female}} = 4.390$, $SD = 1.352$; $M_{\text{male}} = 3.444$, $SD = 1.649$; $t(84) = -$

2.805, $p = .006$, 95% CI [-1.616, -.275]) . Please see Table 3.26. for details of Must Have in Initial Search Segment RCS items, and gender; Table 3.27. for details of Distinctive & Verifying Segment RCS items, and gender; Table 3.28. for details of Richness of Content Segment RCS items, and gender; Table 3.29. for details of Undesirable Content Segment RCS items, and gender; Table 3.30. for details of Impression Strengthening Segment RCS items, and gender; Table 3.31. for details of Personal Information Segment RCS items, and gender.

Table 3.26. T-test Analysis of Must Have in Initial Search Segment RCS Items and Gender

	Male		Female		Levene's Test for Equality of Variances			<i>t</i>	<i>Sig. (2-tailed)</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>Sig.</i>	<i>df</i>		
Full-Time Work	5.481	.700	5.814	.473	14.443	.000	37.246	-2.242	.031
Part-Time Work	4.556	1.476	5.186	1.137	2.280	.135	84	-2.169	.033
Master's degree	5.444	.577	5.644	.713	.028	.868	84	-1.274	.206
Communication Info	5.593	.694	5.966	.183	75.434	.000	27.660	-2.754	.010
Computer Skills	5.185	1.241	5.424	.875	.868	.354	84	-1.024	.309
Computer Skill Levels	4.889	1.219	5.119	.984	.873	.353	84	-.931	.355
Foreign Language	5.407	.747	5.763	.652	3.811	.054	84	-2.239	.028
Foreign Lang. Levels	5.000	1.074	5.356	1.013	.002	.962	84	-1.484	.142
Birthday	4.444	1.450	4.644	1.459	.020	.888	84	-.590	.557
Bachelor's degree	5.481	.580	5.780	.457	9.351	.003	41.414	-2.357	.023
Work Achieve.	5.037	.940	5.237	.878	.008	.931	84	-.960	.340
Content Chronological	4.444	1.368	5.424	.894	6.806	.011	36.540	-3.401	.002
Order of Content	4.519	1.282	5.288	.929	2.781	.099	84	-3.151	.002
Certif. Related to Position	4.519	1.341	4.780	1.084	.430	.514	84	-.961	.339
Mobility	4.370	1.214	4.915	1.236	.122	.728	84	-1.908	.060
Travel for Work	4.333	1.109	5.000	1.099	.242	.624	84	-2.604	.011

Table 3.27. T-test Analysis of Distinctive & Verifying Segment RCS Items and Gender

	Male		Female		Levene's Test for Equality of Variances			<i>t</i>	Sig. (2- tailed)
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>Sig.</i>	<i>df</i>		
Page Structure	4.296	1.409	4.814	1.332	.217	.643	84	-1.641	.105
Exam Scores	4.481	1.649	5.136	1.074	6.704	.011	84	-2.199	.031
Resume Language	3.667	1.387	4.322	1.570	.482	.489	84	-1.861	.066
High School Years	3.037	1.581	3.458	1.535	.132	.717	84	-1.168	.246
Bachelor's degree Years	4.333	1.710	5.169	1.191	7.428	.008	84	-2.621	.010
Master's degree Years	4.444	1.625	4.797	1.349	.585	.447	84	-1.052	.296
Resume in English	3.370	1.497	3.898	1.689	.592	.444	84	-1.392	.167
High School	3.444	1.649	4.390	1.352	4.527	.036	84	-2.805	.006

Table 3.28. T-test Analysis of Richness of Content Segment RCS Items and Gender

	Male		Female		Levene's Test for Equality of Variances		<i>df</i>	<i>t</i>	Sig. (2- <i>t</i> tailed)
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>Sig.</i>			
Social Resp. Projects	3.630	1.779	4.136	1.420	5.284	.024	41.773	-1.300	.201
University Clubs	3.444	1.761	3.831	1.404	5.837	.018	41.732	-1.002	.322
NGOs	3.296	1.793	3.746	1.409	6.176	.015	41.291	-1.150	.257
Associations	3.037	1.698	3.390	1.462	1.477	.228	84	-.986	.327
Resume 1 page	3.148	1.657	3.322	1.491	1.222	.272	84	-.485	.629
Resume 2 page	3.519	1.695	3.610	1.702	.011	.916	84	-.232	.817

Table 3.29. T-test Analysis of Undesirable Content Segment RC Items and Gender

	Male		Female		Levene's Test for Equality of Variances				
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>Sig.</i>	<i>df</i>	<i>t</i>	<i>Sig. (2-tailed)</i>
Obj. 3 More Paragraph	1.889	1.450	1.525	1.104	2.117	.149	84	1.280	.204
Obj 2 Paragraph	2.296	1.613	2.220	1.463	.096	.757	84	.216	.829
High School GPA	2.519	1.397	2.153	1.064	5.356	.023	40.354	1.210	.233
Resume 3 plus page	2.667	1.797	2.203	1.517	1.772	.187	84	1.239	.219
Social Photo	2.222	1.476	2.407	1.782	4.439	.038	60.237	-.503	.617

Table 3.30. T-test Analysis of Impression Strengthening Segment RCS Items and Gender

	Male		Female		Levene's Test for Equality of Variances		<i>t</i>	df	Sig. (2-tailed)
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>Sig.</i>			
Hobbies	3.481	1.578	3.678	1.514	.340	.561	-.551	84	.583
Courses Rel. Position	3.667	1.687	3.034	1.520	1.241	.268	1.731	84	.087
Obj Statement	4.148	1.322	3.644	1.448	.463	.498	1.539	84	.128
Obj. 1_2 Sentence	3.556	1.847	3.542	1.356	8.630	.004	.033	39.340	.974
Bachelor's degree GPA	3.852	1.657	3.407	1.498	.401	.528	1.236	84	.220
Master's degree GPA	3.926	1.708	3.203	1.551	.166	.685	1.942	84	.056
Ref. Aval. Request	3.259	1.678	3.542	1.822	.935	.336	-.685	84	.495

Table 3.31. T-test Analysis of Personal Information Segment RCS Items and Gender

	Male		Female		Levene's Test for Equality of Variances		<i>t</i>	<i>df</i>	Sig. (2- tailed)
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	Sig.			
Gender	3.778	1.847	3.695	1.735	.946	.334	.201	84	.841
Resume in Turkish	3.704	1.489	3.441	1.725	1.496	.225	.684	84	.496
Marital Status	2.593	1.693	2.746	1.667	.077	.783	-.394	84	.695
Reference	4.556	1.553	3.898	1.749	1.938	.168	1.673	84	.098
Birthplace	2.407	1.366	2.051	1.345	.124	.726	1.136	84	.259
Smoking	3.778	1.783	2.729	1.874	.138	.711	2.445	84	.017
Photo	4.593	1.647	4.085	1.896	2.188	.143	1.199	84	.234
Formal Photo	4.333	1.641	4.237	1.888	1.411	.238	.228	84	.820
Military Service	4.889	1.396	4.949	1.209	.035	.851	-.204	84	.839
Acad. Achieve	4.778	1.251	4.542	1.343	1.852	.177	.770	84	.443
Wage Expectation	3.370	1.735	4.034	1.640	.280	.598	-1.710	84	.091
Driving License	4.444	1.601	4.322	1.370	.393	.533	.364	84	.716
Master's Thesis Subject	4.704	1.235	4.186	1.306	.362	.549	1.733	84	.087
Ind. Achieve	4.963	.898	4.644	1.079	3.383	.069	1.337	84	.185

To see company type difference's effect in detail, t-test analysis held. Firstly, Levene's test for equality of variances examined. Due to significant p values of some of the RCS items, t-test analysis that is equal variances not assumed is used for those items for company type analysis. Company type difference in terms of national, and international company occurred both distinctive & verifying, and personal information segments. Within distinctive & verifying segment, high school years ($M_{\text{international}} = 3.704$, $SD = 1.537$; $M_{\text{national}} = 2.406$, $SD = 1.426$; $t(86) = -3.048$, $p = .003$, 95% CI [-1.649, -.347]), bachelor's degree years ($M_{\text{international}} = 5.167$, $SD = 1.161$; $M_{\text{national}} = 4.412$, $SD = 1.708$; $t(52.263) = -2.268$, $p = .027$, 95% CI [-1.423, -.087]), master's degree years ($M_{\text{international}} = 4.926$, $SD = 1.257$; $M_{\text{national}} = 4.235$, $SD = 1.653$; $t(56.725) = -2.086$, $p = .041$, 95% CI [-1.354, -.028]), and resume in English ($M_{\text{international}} = 4.093$, $SD = 1.483$; $M_{\text{national}} = 3.118$, $SD = 1.701$; $t(86) = -2.836$, $p = .006$, 95% CI [-1.658, -.292]) characteristics are found more important by HRM professionals who work for international company than national company. On the contrary, HRM professionals who work for national company evaluate following characteristics more important than international company professionals: directly shared reference information ($M_{\text{national}} = 4.676$, $SD = 1.430$; $M_{\text{international}} = 3.759$, $SD = 1.758$; $t(80.393) = 2.677$, $p = .009$, 95% CI [.235, 1.599]), smoking ($M_{\text{national}} = 3.824$, $SD = 2.067$; $M_{\text{international}} = 2.519$, $SD = 1.599$; $t(56.476) = 3.138$, $p = .003$, 95% CI [.472, 2.138]), academic achievements ($M_{\text{national}} = 4.971$, $SD = 1.243$; $M_{\text{international}} = 4.389$, $SD = 1.295$; $t(86) = 2.084$, $p = .040$, 95% CI [.027, 1.137]), and master thesis subject ($M_{\text{national}} = 4.735$, $SD = 1.286$; $M_{\text{international}} = 4.111$, $SD = 1.239$; $t(86) = 2.268$, $p = .026$, 95% CI [.077, 1.171]). Additionally, travel for work ($M_{\text{national}} = 5.059$, $SD = 1.153$; $M_{\text{international}} = 4.556$, $SD = 1.144$; $t(86) = 2.004$, $p = .048$, 95% CI [.004, 1.003]) item that cluster under must have in initial search segment is found significantly more important by national company professionals than international company. Lastly, importance given to 1-page ($M_{\text{international}} = 3.574$, $SD = 1.354$; $M_{\text{national}} = 2.794$, $SD = 1.666$; $t(59.742) = -.294$, $p = .025$, 95% CI [-1.460, -.100]), and 2-page resume ($M_{\text{international}} = 3.907$, $SD = 1.508$; $M_{\text{national}} = 3.059$, $SD = 1.808$; $t(86) = -2.378$, $p = .020$, 95% CI [-1.558, -.139]) is

significantly higher for international company professionals than national company. Please see Table 3.31. for details of Must Have in Initial Search Segment RCS items, and company type; Table 3.32. for details of Distinctive & Verifying Segment RCS items, and company type; Table 3.33. for details of Richness of Content Segment RCS items, and company type; Table 3.34. for details of Undesirable Content Segment RCS items, and company type; Table 3.35. for details of Impression Strengthening Segment RCS items, and company type; Table 3.36. for details of Personal Information Segment RCS items, and company type.

Table 3.32. T-test Analysis of Must Have in Initial Search Segment RCS Items and Company Type

	National		International		Levene's Test for Equality of Variances			<i>t</i>	<i>Sig.</i> (2-tailed)
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>Sig.</i>	<i>df</i>		
Full-Time Work	5.559	.705	5.778	.502	9.398	.003	53.996	-1.578	.120
Part-Time Work	4.853	1.480	5.074	1.130	3.519	.064	86	-.792	.431
Master's degree	5.471	.825	5.630	.560	2.351	.129	86	-1.078	.284
Communication Info	5.794	.538	5.870	.391	2.471	.120	86	-.769	.444
Computer Skills	5.235	1.232	5.370	.853	2.066	.154	86	-.607	.545
Computer Skill Levels	4.941	1.254	5.074	.929	1.562	.215	86	-.570	.570
Foreign Language	5.500	.929	5.722	.529	6.405	.013	46.632	-1.271	.210
Foreign Lang. Levels	5.206	1.067	5.259	1.031	.005	.941	86	-.233	.816
Birthday	4.500	1.692	4.556	1.355	3.535	.063	86	-.170	.865
Bachelor's degree	5.618	.604	5.704	.461	3.760	.056	86	-.755	.452
Work Achieve.	5.382	.779	4.981	1.019	.807	.372	86	1.961	.053
Content Chronological	5.059	1.301	5.148	1.035	.330	.567	86	-.356	.722
Order of Content	4.853	1.282	5.130	.991	.560	.456	86	-1.136	.259
Certif. Related to Position	4.853	1.132	4.593	1.174	.777	.380	86	1.027	.307
Mobility	4.882	1.200	4.574	1.326	1.733	.192	86	1.101	.274
Travel for Work	5.059	1.153	4.556	1.144	.308	.580	86	2.004	.048

Table 3.33. T-test Analysis of Distinctive & Verifying Segment RCS Items and Company Type

	National		International		Levene's Test for Equality of Variances			<i>Sig. (2- t tailed)</i>	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>Sig.</i>	<i>df</i>		
Page Structure	4.765	1.597	4.556	1.208	2.365	.128	86	.697	.488
Exam Scores	4.676	1.552	5.056	1.106	4.187	.044	54.050	-1.240	.220
Resume Language	4.000	1.670	4.148	1.459	.373	.543	86	-.438	.662
High School Years	2.706	1.426	3.704	1.537	1.461	.230	86	-3.048	.003
Bachelor's degree Years	4.412	1.708	5.167	1.161	12.006	.001	52.263	-2.268	.027
Master's degree Years	4.235	1.653	4.926	1.257	7.145	.009	56.725	-2.086	.041
Resume in English	3.118	1.701	4.093	1.483	2.139	.147	86	-2.836	.006
High School	3.765	1.810	4.296	1.238	8.649	.004	52.475	-1.505	.138

Table 3.34. T-test Analysis of Richness of Content Segment RCS Items and Company Type

	National		International		Levene's Test for Equality of Variances			Sig. (2-tailed)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>Sig.</i>	<i>df</i>	<i>t</i>	
Social Resp. Projects	3.824	1.749	4.093	1.391	4.719	.033	58.719	-.759	.451
University Clubs	3.618	1.724	3.796	1.379	5.850	.018	58.989	-.510	.612
NGOs	3.412	1.654	3.759	1.453	2.584	.112	86	-1.035	.303
Associations	3.118	1.610	3.426	1.487	1.214	.274	86	-.917	.362
Resume 1 page	2.794	1.666	3.574	1.354	4.548	.036	59.742	-2.294	.025
Resume 2 page	3.059	1.808	3.907	1.508	2.912	.092	86	-2.378	.020

Table 3.35. T-test Analysis of Undesirable Content Segment RCS Items and Company Type

	National		International		Levene's Test for Equality of Variances				
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>Sig.</i>	<i>df</i>	<i>t</i>	<i>Sig. (2- tailed)</i>
Obj. 3 More Paragraph	1.735	1.333	1.574	1.143	.599	.441	86	.604	.547
Obj 2 Paragraph	2.382	1.498	2.130	1.493	.093	.761	86	.772	.442
High School GPA	2.206	1.343	2.259	1.085	2.936	.090	86	-.205	.838
Resume 3 plus page	2.382	1.792	2.370	1.496	3.435	.067	86	.034	.973
Social Photo	2.294	1.883	2.407	1.548	2.225	.139	86	-.307	.759

Table 3.36. T-test Analysis of Impression Strengthening Segment RCS Items and Company Type

	National		International		Levene's Test for Equality of Variances		<i>df</i>	<i>t</i>	<i>Sig. (2- tailed)</i>
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>Sig.</i>			
Hobbies	3.441	1.618	3.741	1.443	1.521	.221	86	-.905	.368
Courses Rel. Position	3.265	1.763	3.259	1.482	2.407	.124	86	.016	.988
Obj Statement	4.029	1.642	3.667	1.229	5.919	.017	56.031	1.108	.273
Obj. 1_2 Sentence	3.500	1.542	3.537	1.501	.242	.624	86	-.112	.911
Bachelor's degree GPA	3.559	1.709	3.556	1.436	2.227	.139	86	.010	.992
Master's degree GPA	3.618	1.809	3.333	1.479	3.310	.072	86	.805	.423
Ref. Aval. Request	3.618	1.758	3.370	1.773	.040	.842	86	.639	.524

Table 3.37. T-test Analysis of Personal Information Segment RCS Items and Company Type

	National		International		Levene's Test for Equality of Variances			<i>t</i>	Sig. (2-tailed)
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	Sig.	<i>df</i>		
Gender	4.059	1.922	3.444	1.633	.832	.364	86	1.604	.112
Resume in Turkish	3.941	1.922	3.241	1.386	8.446	.005	54.524	1.844	.071
Marital Status	3.059	1.906	2.444	1.449	5.506	.021	56.722	1.609	.113
Reference	4.676	1.430	3.759	1.758	5.748	.019	80.393	2.677	.009
Birthplace	2.324	1.571	2.019	1.189	5.732	.019	56.535	.970	.336
Smoking	3.824	2.067	2.519	1.599	7.232	.009	57.476	3.138	.003
Photo	4.324	1.838	4.130	1.854	.012	.912	86	.479	.633
Formal Photo	4.441	1.988	4.056	1.731	1.524	.220	86	.960	.340
Military Service	5.176	1.290	4.648	1.362	1.110	.295	86	1.808	.074
Acad. Achieve	4.971	1.243	4.389	1.295	1.391	.241	86	2.084	.040
Wage Expectation	4.088	1.764	3.611	1.618	.123	.726	86	1.300	.197
Driving License	4.441	1.691	4.185	1.388	2.572	.112	86	.773	.441
Master's Thesis Subject	4.735	1.286	4.111	1.239	.051	.821	86	2.268	.026
Ind. Achieve	4.824	1.141	4.685	.948	.781	.379	86	.616	.540

Frequency of resume screening, and relation with RCS items is examined by using t-test analysis. According to Levene's test for equality of variances, due to significant p values of some of the RCS items, t-test analysis that is equal variances not assumed is used for those items for frequency of resume screening analysis. Although previous t-test analysis showed there is a significant difference in terms of evaluation of distinctive & verifying segment, results revealed very limited significances between frequent, and less frequent groups. Frequently resume screeners are giving more importance to bachelor's degree years ($M_{frequent} = 5.174$, $SD = 1.102$; $M_{lessfrequent} = 4.548$, $SD = 1.685$; $t(69.589) = 2.043$, $p = .045$, 95% CI [.015, 1.238]), in terms of distinctive & verifying item. Moreover, they value communication information ($M_{frequent} = 5.957$, $SD = .206$; $M_{lessfrequent} = 5.714$, $SD = .596$; $t(49.902) = 2.500$, $p = .016$, 95% CI [.048, .437]), more than less frequently screeners. On the other hand, less frequently resume screeners attribute more importance to resume 2-page ($M_{lessfrequent} = 4.000$, $SD = 1.608$; $M_{frequent} = 3.196$, $SD = 1.655$; $t(86) = -2.308$, $p = .023$, 95% CI [-1.497, -.112]), and smoking information ($M_{lessfrequent} = 3.571$, $SD = 2.014$; $M_{frequent} = 2.522$, $SD = 1.643$; $t(79.294) = -2.664$, $p = .009$, 95% CI [-1.834, -.265]), more than frequently screeners. Please see Table 3.38. for details of Must Have in Initial Search Segment RCS items, and Resume Screening Frequency; Table 3.39. for details of Distinctive & Verifying Segment RCS items, and Resume Screening Frequency; Table 3.40. for details of Richness of Content Segment RCS items, and Resume Screening Frequency; Table 3.41. for details of Undesirable Content Segment RCS items, and Resume Screening Frequency; Table 3.42. for details of Impression Strengthening Segment RCS items, and Resume Screening Frequency; Table 3.43. for details of Personal Information Segment RCS items, and Resume Screening Frequency.

Table 3.38. T-test Analysis of Must Have in Initial Search Segment RCS Items and Resume Screening Frequency

	Frequently		Less Frequently		Levene's Test for Equality of Variances			Sig. (2-tailed)	
	Mean	SD	Mean	SD	F	Sig.	df		
Full-Time Work	5.804	.500	5.571	.668	10.091	.002	75.631	1.839	.070
Part-Time Work	5.196	1.204	4.762	1.322	.108	.743	86	1.611	.111
Master's degree	5.630	.572	5.500	.773	1.378	.244	86	.905	.368
Communication Info	5.957	.206	5.714	.596	32.813	.000	49.902	2.500	.016
Computer Skills	5.304	.940	5.333	1.097	.073	.787	86	-.133	.894
Computer Skill Levels	5.000	1.011	5.048	1.125	.251	.617	86	-.209	.835
Foreign Language	5.652	.766	5.619	.661	.001	.975	86	.216	.829
Foreign Lang. Levels	5.283	1.047	5.190	1.042	.002	.963	86	.413	.680
Birthday	4.761	1.177	4.286	1.743	6.671	.011	71.038	1.484	.142
Bachelor's degree	5.696	.465	5.643	.577	1.868	.175	86	.474	.636
Work Achieve.	5.087	.985	5.190	.917	.203	.654	86	-.509	.612
Content Chronological	5.152	1.173	5.071	1.113	.284	.595	86	.330	.742
Order of Content	5.109	1.197	4.929	1.022	1.311	.255	86	.756	.452
Certif. Related to Position	4.587	1.066	4.810	1.254	.059	.809	86	-.899	.371
Mobility	4.652	1.386	4.738	1.170	.887	.349	86	-.313	.755
Travel for Work	4.630	1.218	4.881	1.109	.835	.363	86	-1.006	.317

Table 3.39. T-test Analysis of Distinctive & Verifying Segment RCS Items and Resume Screening Frequency

	Frequently		Less Frequently		Levene's Test for Equality of Variances		<i>df</i>	<i>Sig. (2-tailed)</i>	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>Sig.</i>		<i>t</i>	
Page Structure	4.652	1.402	4.619	1.343	.131	.718	86	.113	.910
Exam Scores	5.087	.962	4.714	1.582	8.366	.005	66.468	1.320	.191
Resume Language	4.391	1.325	3.762	1.694	3.124	.081	86	1.951	.054
High School Years	3.565	1.587	3.048	1.513	.192	.662	86	1.562	.122
Bachelor's degree Years	5.174	1.102	4.548	1.685	10.334	.002	69.589	2.043	.045
Master's degree Years	4.870	1.276	4.429	1.610	2.747	.101	86	1.430	.156
Resume in English	3.913	1.561	3.500	1.700	1.189	.279	86	1.188	.238
High School	4.283	1.425	3.881	1.565	.954	.332	86	1.260	.211

Table 3.40. T-test Analysis of Richness of Content Segment RCS Items and Resume Screening Frequency

	Frequently		Less Frequently		Levene's Test for Equality of Variances			<i>Sig. (2- t tailed)</i>	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>Sig.</i>	<i>df</i>		
Social Resp. Projects	3.870	1.439	4.119	1.641	1.023	.315	86	-.760	.450
University Clubs	3.696	1.533	3.762	1.511	.000	.992	86	-.204	.839
NGOs	3.587	1.557	3.667	1.525	.000	.999	86	-.242	.809
Associations	3.348	1.523	3.262	1.563	.121	.729	86	.261	.795
Resume 1 page	3.326	1.592	3.214	1.457	.588	.445	86	.343	.733
Resume 2 page	3.196	1.655	4.000	1.608	.884	.350	86	-2.308	.023

Table 3.41. T-test Analysis of Undesirable Content Segment RCS Items and Resume Screening Frequency

	Frequently		Less Frequently		Levene's Test for Equality of Variances			<i>Sig. (2-tailed)</i>	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>Sig.</i>	<i>df</i>		
Obj. 3 More Paragraph	1.565	1.003	1.714	1.419	2.560	.113	86	-.573	.568
Obj 2 Paragraph	2.087	1.330	2.381	1.652	1.909	.171	86	-.923	.359
High School GPA	2.217	1.073	2.262	1.308	3.410	.068	86	-.175	.861
Resume 3 plus page	2.348	1.581	2.405	1.654	.349	.556	86	-.165	.869
Social Photo	2.478	1.656	2.238	1.708	.274	.602	86	.669	.505

Table 3.42. T-test Analysis of Impression Strengthening Segment RCS Items and Resume Screening Frequency

	Frequently		Less Frequently		Levene's Test for Equality of Variances			<i>Sig. (2-tailed)</i>	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>Sig.</i>	<i>df</i>		
Hobbies	3.500	1.441	3.762	1.590	.608	.438	86	-.811	.420
Courses Rel. Position	3.000	1.430	3.548	1.714	3.630	.060	86	-1.633	.106
Obj Statement	3.630	1.372	4.000	1.431	.037	.848	86	-1.236	.220
Obj. 1_2 Sentence	3.370	1.372	3.690	1.645	2.382	.126	86	-.997	.322
Bachelor's degree GPA	3.500	1.531	3.619	1.561	.280	.598	86	-.361	.719
Master's degree GPA	3.370	1.691	3.524	1.534	.811	.370	86	-.447	.656
Ref. Aval. Request	3.239	1.791	3.714	1.715	.646	.424	86	-1.268	.208

Table 3.43. T-test Analysis of Personal Information Segment RCS Items and Resume Screening Frequency

	Frequently		Less Frequently		Levene's Test for Equality of Variances			<i>Sig. (2- t tailed)</i>	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>F</i>	<i>Sig.</i>	<i>df</i>		
Gender	3.457	1.615	3.929	1.905	3.870	.052	86	-1.257	.212
Resume in Turkish	3.413	1.514	3.619	1.780	2.767	.100	86	-.586	.559
Marital Status	2.674	1.620	2.690	1.718	.551	.460	86	-.047	.963
Reference	3.978	1.807	4.262	1.563	1.817	.181	86	-.784	.435
Birthplace	2.152	1.333	2.119	1.383	.065	.800	86	.114	.909
Smoking	2.522	1.643	3.571	2.014	6.209	.015	79.294	-2.664	.009
Photo	4.283	1.772	4.119	1.928	.701	.405	86	.415	.679
Formal Photo	4.326	1.777	4.071	1.905	.647	.423	86	.649	.518
Military Service	4.957	1.095	4.738	1.594	4.267	.042	71.792	.743	.460
Acad. Achieve	4.500	1.329	4.738	1.270	.447	.505	86	-.857	.394
Wage Expectation	4.000	1.549	3.571	1.810	2.626	.109	86	1.196	.235
Driving License	4.435	1.276	4.119	1.728	5.653	.020	75.055	.968	.336
Master's Thesis Subject	4.109	1.303	4.619	1.229	.030	.862	86	-1.885	.063
Ind. Achieve	4.739	.976	4.738	1.083	.408	.525	86	.005	.996

Frequency of recruitment and relation with RCS items is examined by using t-test analysis. According to Levene's test for equality of variances, due to significant p values of some of the RCS items, t-test analysis that is equal variances not assumed is used for those items for the frequency of recruitment analysis. Although previous t-test analysis showed less frequent recruiters are giving more importance to impression strengthening segment than frequent recruiters, results revealed non-of the items that clustered within this segment showed significant differences between every month recruiters and less frequent than every month recruiters. Less frequent recruiters only give more importance to smoking information ($M_{lessfrequent} = 3.514$, $SD = 1.821$; $M_{everymonth} = 2.698$, $SD = 1.887$; $t(86) = -2.013$, $p = .047$, 95% CI [-1.622, -.010]), in terms of personal information segment item. On the other hand, every month recruiters are value resume language ($M_{everymonth} = 4.385$, $SD = 1.495$; $M_{lessfrequent} = 3.686$, $SD = 1.530$; $t(86) = 2.047$, $p = .044$, 95% CI [.020, 1.326]), and bachelor's degree years ($M_{everymonth} = 5.151$, $SD = 1.133$; $M_{lessfrequent} = 4.457$, $SD = 1.738$; $t(53.044) = 2.087$, $p = .042$, 95% CI [.027, 1.361]) more than less frequent recruiters. Please see Table 3.44. for details of Must Have in Initial Search Segment RCS items, and Recruitment Frequency; Table 3.45. for details of Distinctive & Verifying Segment RCS items, and Recruitment Frequency; Table 3.46. for details of Richness of Content Segment RCS items, and Recruitment Frequency; Table 3.47. for details of Undesirable Content Segment RCS items, and Recruitment Frequency; Table 3.48. for details of Impression Strengthening Segment RCS items, and Recruitment Frequency; Table 3.49. for details of Personal Information Segment RCS items, and Recruitment Frequency.

Table 3.44. T-test Analysis of Must Have in Initial Search Segment RCS Items and Recruitment Frequency

	Every Month		Less Frequent than Every Month		Levene's Test for Equality of Variances		<i>df</i>	<i>t</i>	<i>Sig.</i> (2-tailed)
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>Sig.</i>			
Full-Time Work	5.755	.551	5.600	.651	3.642	.060	86	1.198	.234
Part-Time Work	5.057	1.262	4.886	1.301	.010	.920	86	.614	.541
Master's degree	5.585	.745	5.543	.561	.237	.628	86	.285	.777
Communication Info	5.925	.331	5.714	.572	18.007	.000	49.107	1.966	.055
Computer Skills	5.170	1.122	5.543	.780	1.713	.194	86	-1.711	.091
Computer Skill Levels	4.906	1.097	5.200	.994	.064	.801	86	-1.278	.205
Foreign Language	5.623	.686	5.657	.765	.092	.762	86	-.221	.826
Foreign Lang. Levels	5.245	1.017	5.229	1.087	.017	.897	86	.073	.942
Birthday	4.604	1.364	4.429	1.668	1.169	.283	86	.539	.591
Bachelor's degree	5.717	.455	5.600	.604	5.482	.022	58.839	.977	.332
Work Achieve.	5.075	.978	5.229	.910	.017	.896	86	-.739	.462
Content Chronological	5.075	1.207	5.171	1.043	.793	.376	86	-.385	.701
Order of Content	5.019	1.263	5.029	.857	7.019	.010	85.915	-.043	.966
Certif. Related to Position	4.604	1.080	4.829	1.272	.106	.746	86	-.890	.376
Mobility	4.679	1.356	4.714	1.178	.777	.380	86	-.125	.901
Travel for Work	4.698	1.186	4.829	1.150	.247	.621	86	-.511	.611

Table 3.45. T-test Analysis of Distinctive & Verifying Segment RCS Items and Recruitment Frequency

	Every Month		Less Frequent than Every Month		Levene's Test for Equality of Variances		<i>df</i>	<i>t</i>	Sig. (2-tailed)
					<i>F</i>	<i>Sig.</i>			
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>					
Page Structure	4.736	1.361	4.486	1.380	.002	.962	86	.839	.404
Exam Scores	4.868	1.345	4.971	1.248	.249	.619	86	-.363	.717
Resume Language	4.358	1.495	3.686	1.530	.031	.861	86	2.047	.044
High School Years	3.509	1.601	3.029	1.485	1.058	.306	86	1.419	.160
Bachelor's degree Years	5.151	1.133	4.457	1.738	11.757	.001	53.044	2.087	.042
Master's degree Years	4.868	1.287	4.343	1.644	3.355	.070	86	1.676	.097
Resume in English	3.811	1.665	3.571	1.596	.073	.787	86	.672	.503
High School	4.132	1.494	4.029	1.524	.124	.726	86	.316	.753

Table 3.46. T-test Analysis of Richness of Content Segment RCS Items and Recruitment Frequency

	Every Month		Less Frequent than Every Month		Levene's Test for Equality of Variances		<i>df</i>	<i>t</i>	<i>Sig.</i> (2-tailed)
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>Sig.</i>			
Social Resp. Projects	4.019	1.487	3.943	1.626	.521	.472	86	.226	.822
University Clubs	3.736	1.571	3.714	1.447	.328	.568	86	.065	.948
NGOs	3.679	1.516	3.543	1.578	.218	.641	86	.406	.685
Associations	3.358	1.545	3.229	1.536	.245	.622	86	.387	.700
Resume 1 page	3.132	1.557	3.486	1.463	.043	.835	86	-1.068	.289
Resume 2 page	3.491	1.705	3.714	1.637	.476	.492	86	-.612	.542

Table 3.47. T-test Analysis of Undesirable Content Segment RCS Items and Recruitment Frequency

	Every Month		Less Frequent than Every Month		Levene's Test for Equality of Variances				
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>Sig.</i>	<i>df</i>	<i>t</i>	<i>Sig. (2- tailed)</i>
Obj. 3 More Paragraph	1.528	1.012	1.800	1.471	3.011	.086	86	-1.027	.307
Obj 2 Paragraph	2.132	1.507	2.371	1.477	.035	.853	86	-.735	.464
High School GPA	2.113	1.050	2.429	1.357	4.431	.038	86	-1.226	.223
Resume 3 plus page	2.321	1.566	2.457	1.686	.509	.477	86	-.388	.699
Social Photo	2.434	1.738	2.257	1.597	1.294	.259	86	.482	.631

Table 3.48. T-test Analysis of Impression Strengthening Segment RCS Items and Recruitment Frequency

	Every Month		Less Frequent than Every Month		Levene's Test for Equality of Variances		<i>df</i>	<i>t</i>	Sig. (2-tailed)
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	Sig.			
Hobbies	3.528	1.436	3.771	1.629	.881	.351	86	-.737	.463
Courses Rel. Position	3.151	1.420	3.429	1.820	5.877	.017	60.441	-.762	.449
Obj Statement	3.623	1.404	4.086	1.380	.206	.651	86	-1.525	.131
Obj. 1_2 Sentence	3.453	1.449	3.629	1.610	.527	.470	86	-.533	.596
Bachelor's degree GPA	3.340	1.531	3.886	1.510	.015	.903	86	-1.646	.103
Master's degree GPA	3.208	1.668	3.800	1.471	1.318	.254	86	-1.707	.091
Ref. Aval. Request	3.302	1.804	3.714	1.690	1.079	.302	86	-1.076	.285

Table 3.49. T-test Analysis of Personal Information Segment RCS Items and Recruitment Frequency

	Every Month		Less Frequent than Every Month		Levene's Test for Equality of Variances			<i>t</i>	Sig. (2-tailed)
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>F</i>	<i>Sig.</i>	<i>df</i>		
Gender	3.566	1.738	3.857	1.817	.305	.582	86	-.755	.452
Resume in Turkish	3.585	1.622	3.400	1.684	.256	.614	86	.515	.608
Marital Status	2.642	1.654	2.743	1.686	.097	.756	86	-.279	.781
Reference	4.019	1.749	4.257	1.615	.215	.644	86	-.645	.521
Birthplace	2.094	1.305	2.200	1.431	.585	.447	86	-.358	.721
Smoking	2.698	1.887	3.514	1.821	.144	.705	86	-2.013	.047
Photo	4.189	1.787	4.229	1.942	.065	.800	86	-.099	.921
Formal Photo	4.113	1.847	4.343	1.830	.030	.862	86	-.573	.568
Military Service	5.000	1.193	4.629	1.555	1.277	.262	86	1.265	.209
Acad. Achieve	4.642	1.287	4.571	1.335	.024	.876	86	.246	.806
Wage Expectation	3.868	1.687	3.686	1.694	.043	.836	86	.495	.622
Driving License	4.377	1.390	4.143	1.683	1.261	.265	86	.712	.478
Master's Thesis Subject	4.170	1.297	4.629	1.239	.010	.921	86	-1.653	.102
Ind. Achieve	4.774	1.012	4.686	1.051	.020	.887	86	.393	.696

According to overall results, the hypothesis regarding demographics is partially supported. Indeed, certain demographics are influencing resume screening process in terms of importance given to certain resume characteristics, which also supports H1 overall. Moreover, although age does not appear to make a difference in terms of the RCS segment, the item-based analysis showed significant correlations with some of the characteristics which also support the H1.1 hypothesis. Gender is also significantly affecting the importance given to resume characteristics, and female professionals give significantly more importance to certain resume characteristics and segments than males, which also supports the H1.2 hypothesis. The analysis conducted for H1.3 hypothesis testing is partially supported. The total experience of HRM professionals has a very limited effect on the resume screening process; only three items out of fifty-six are affected. These results suggest as experience increased items that found the evaluation of importance decreases. Moreover, current company experience, previous, and current resume screening experiences are also little effect on the evaluation of importance during the resume screening process of new graduates.

CHAPTER 4

DISCUSSION

Jobs are not usually offered based solely on a resume, but receipt of an invitation to interview means the resume was a success (Akpan & Notar, 2012, Thoms et al., 1999; Vardarlier et al., 2018). Resumes are simply a presentation of self that includes information about one's self, skills, knowledge, and objectives about the future (Vardarlier et al., 2018). In this study, based on the HRM professionals' point of view, resume construction was examined for new graduates. The question of which information is valued more, therefore, should be included or not included to resume, tried to answer. Moreover, while the construction of resume examined, whether the evaluation is affected by HRM professional's characteristics in terms of their demographics, and their approach to resume screening work was investigated. Please see Appendix O for the summary of the results.

4.1. RESUME CHARACTERISTIC SCALE EVALUATION

Resume Characteristic Scale (RCS) was constructed by the researcher from the new graduated approach, specifically for this study. After a detailed literature review, resume characteristics were defined and asked participants to rate the importance of that character. RCS was analyzed by the Multi-Dimensional Scaling Model (MDS), while descriptive statistics guidance was used to understand the model, and define segments. Two-dimension was formed by their positive and negative loads of coordinates and named as "Resume Content" and "Personal Data". Initially, four segments were formed by their coordinates' proximity. Moreover, as descriptives examined, two additional segments were created. A total of six segments were defined by both their coordinates and mean scores from descriptive. These were; must have in initial search, distinctive & verifying, richness of content, undesired content,

impression strengthening, personal information. These segments cover all RCS items and give meaningful insight into what HRM professionals are looking for new graduated candidate's resumes.

The segment we named as must have in initial search contained all the information that is needed at first sight in the resume. Communication information, birthday, part-time, and full-time work experience with details of the company, starting-end dates, and short job description, bachelor's, and master's degrees that received foreign language knowledge, and levels, computer skills, and levels, certifications gathered related to the position, work-related achievements, information related to being open to travel for work, and mobility (moving to a different city) as well as content order, and chronology within these order are clustered in this segment. All these characteristic's descriptive results also supported that this information is mostly rated as very important by HRM professionals. Clearly, these were the items that every resume should contain, which also supported by Hutchinson, and Brefka (1997). Indeed, these items are the first items that HRM professionals scan, and perhaps examine in detail. Also, besides content itself order of these contents found important by HRM professionals suggests that structure is also important. Although we did not examine which content order is essential for HRM professionals in terms of whether chronological, psychological or functional, we can claim that every HRM professional has a content order mindset, and they need to see resumes in that order. Besides, the chronological order of the resume within the content was found important. HRM professionals would like to see every information in reverse order within each content. This finding supported previous studies about content order as important resume characteristics (Boysen et al., 2019; Penrose, 1973; Ross & Young, 2005; Toth, 1993).

Distinctive & verifying segment constituted of following characteristics: graduated high school information, high school, bachelor's, and master's degree years (start-end years), received exam scores, page structure, resume language, and specifically resume that prepared in English. Years related to the educational background are used to verify one's background and gives more information about the

candidate's education. High school information could be distinctive in terms of if the candidate attended high schools that require more success. Including exams, scores verify candidate's knowledge on that specific content. It is also important, if the position requires specific knowledge, and verify whether that candidate has it or not before meeting the candidate, which perhaps save time for the HRM professional. Additionally, the resume's language found important, and a resume that is prepared in English is chosen over Turkish ones. This information promotes foreign language skills' importance that we also report in the must have in initial search segment. Lastly, the page structure was also found important by HRM professionals in terms of font, font size, line, and paragraph spacing. Again, although we did not examine what HRM professionals prefer in terms of specific page structure, the study revealed that it is important during the evaluation of resume. We can easily conclude, page structure is one characteristic that HRM professionals evaluate.

The richness of content segment included associations, university clubs, NGOs, as well as social responsibility projects that the candidate involved. One-, and two-page resume length items were also placed in this segment which proposes if the resume is getting longer, these memberships or projects should be included. In other words, if the resume is more than one page, the content could be enriched by associations and projects.

Undesirable content defined items were objective statements that both construct two or more paragraphs, high school GPA, a photograph that was taken in a social environment, and three or more-page length resumes. These characteristics were the lowest scored items in RCS according to descriptive as well. This segment suggests that HRM professionals are not willing to read two or more paragraph length objective statements as well as three or more-page length resumes. Moreover, they found high school GPA as not important. Lastly, although most of the HRM professionals like to see the photograph, they rate photographs taken in the social environment; in other words, unformal photographs as unimportant. Overall, study results suggest, while

preparing a resume, these characteristics should be reconsidered, and not included to resume if possible.

Impression strengthening segment constituted of following characteristics: objective statements, specifically one or two sentence long objective statements, bachelor's, and master's degree GPA's, courses related to the position which are taken during university education, reference information which is not given directly but stated as "available as requested" and hobbies. These characteristics give more information about the candidate and consolidate one's selections. HRM professionals gave importance to objective statements, but they did not prefer statements longer than two sentences. Bachelor's and master's degree GPAs would strengthen the candidate's success. Courses taken that related to the position applied show that candidate has been investing for his career from early university years. This also indicates candidates' willingness for that position, therefore, strengths impression. Reference available at request item was also placed in this segment. Although this item was scored lower than directly shared reference information by HRM professionals, stating "Reference available at the request" seems to strengthen the impression. This could be because of showing respect to another one's private information or a more professional way of giving reference. Hobbies were also found necessary in terms of impression strengthening. Hobbies demonstrate the candidate's interest and passion besides work as well as show candidates as a social human being.

Finally, the personal information segment included gender, birthplace, marital status, military service, driving license, smoking, wage expectations, a photograph which is specifically a formal one, directly shared reference information, individual, and academic achievements, master thesis subject, and resume that prepared in Turkish. All characteristics in this segment somehow found personal and specific for individual. Gender, marital status, military service status, information about the driving license, smoking, and wage expectations were all cluster together and revealed basic information about one's self. Even if birthplace and marital status got low scores according to descriptive analysis, including these information to resume will not cause

any harm. Including photographs was found important for HRM professionals in Turkey, and they preferred formal photographs rather than photographs taken in a social environment. Individual, and academic achievements, as well as a master's thesis subject, also found personal, and important to some degree by HRM professionals. Including this information reveals candidates' interests and motivations. Lastly, resumes that were prepared in Turkish could give more information about the candidate. Perhaps it is because candidates are more confident while describing themselves in their mother tongue. It is very important to note that these personal information are also very open to prejudice and biases (Dipboye et al., 1977; Fasbender & Wang, 2017; Finkelstein & Burke, 1998; Reis et al., 1999; Oliphant and Alexander, 1982); therefore, they should be included cautiously.

MDS model of RCS was also suggesting a resume content order by positions of segments. Of course, some information is not separable from each other, like bachelor's degree information, and bachelor's degree GPA should give as one after another. Nevertheless, according to the overall sequence of segments, educational background and work experience should be at the top following communication information. Later, the model suggests that skills, exam scores, associations, social responsibility projects, hobbies, references, and personal information should be given. This sequence is supported by Diaz's (2013) suggestion about the resume format of F-shape. Important information should be placed at the top, and other information should follow. As must have in initial search segment items rated as the most important characteristics of resume, the resume should start with these information, the ones attributed less important shall be placed later. Moreover, publicly disclosed information about the self is more important than before. Recently a new law named Personal Data Protection Law came into force about personal information. By this law (2016), every information of the person that shared with various companies, applications and sites, including career sites, are under protection and processing these information has specific rules within this law. MDS model's content order suggestion for personal information is also supporting the new regulations about this kind of

information. Shared personal information should be reached by only the people who are really need these information; therefore should be placed at the end of the resume.

Overall, the MDS model reveals the purpose of including specific resume items along with a proposition of content order. From an additional descriptive statistics perspective, the model also declares which items are important than others. Therefore, it gives a deep understanding of how a resume should be constructed.

4.2. RESUME CHARACTERISTICS SCALE and WORK ALIENATION

Work Alienation Scale had not provided an effective result from an overall perspective in this study. Although at the beginning of the study, we decided to use Turkish translation as is, after data collection, we checked scores, and translations once more. The factors and pre-defined subscales had not to match as well as results of individual factor analysis of each pre-defined subscales had not formed one factor as well. After exclusion of some items due to either mistranslation or unrelated used terms like “worker” (işçi) or “work-life” (iş hayatı), we re-analyzed the scale. Repeated factor analysis resulted in one factor with four items, which were also very important items for this study. Since remaining items were mostly from meaninglessness sub-scale and very limited with work alienation concept, we decided to use remaining items as individual items, not as a scale.

Correlations analysis between RCS segments and WAS items indicate some useful insights. HRM professionals who found their work is important to understand how his work fits overall operation and recognizes its contribution to the organization, evaluated the must have in initial search segment’s items as the most important component of a resume. These participants also gave less importance to richness of content segment’s items, and as expected, undesired content segment’s items. Supportively, HRM professionals who found their work as monotonous, and dull, give more importance to undesired content, and less importance to must have in initial

search segment's items. Further analysis with WAS items and RCS items establishes similar results. This result suggests that HRM professionals who found their work as important and contribute operations, as well as company, evaluated resumes more cautiously and attentively than others. They evaluated more items as important from each subscale of the resume. HRM professionals with high meaningful job scores evaluate items like communication information, full-time work experience, skills in terms of computer, and foreign language, received degrees more important, and resume length was not important according to their evaluation. On the other hand, HRM professionals who think the work is monotonous were less critical while resume screening and gave less importance to the items that actually they should provide more. According to results, these professionals attributed less importance to work experience, master's degree, and foreign language skill levels, and found resume length important. Since these professionals evaluated items that actually least important as most important, they may miss good candidates. From the perspective of both company, and the candidate, these findings also overlap with Tong's (2018) ideas that negative motivation about work affect outcome negatively which also supported by Affective Events Theory (Weiss & Cropanzano, 1996). Finding a job a monotone, dull, and close to creativity, clearly a negative emotion about the job, and it is no surprise employees who feel this way evaluates resumes differently than others.

4.3 RESUME CHARACTERISTICS SCALE and HRM PROFESSIONAL'S DEMOGRAPHICS

The varied analysis was conducted to understand whether any relation or difference of HRM professional's demographic characteristics on RCS segments or items. According to results, the difference has occurred only between gender and company type in terms of RCS segments. The must have in initial search, and distinctive & verifying segments were evaluated as more important by female HRM

professionals than males. Female professionals attributed importance to all work experience, communication information, foreign language skills, education information, exam scores, travel for work, and resume structure in terms of content order and chronological order within the content. These results suggest that female professionals' approach was more critical towards new graduates' resumes. Oliphant & Alexander's (1982) findings of the strict evaluation of females, supports our results. Moreover, company type, whether it is national or international, seems to have an effect. This could be because of the company's approach to candidates. National company professionals attributed more importance to personal information like; smoking, master thesis subject, individual achievements, or directly shared reference information. This could be explained by Turkish national companies, mostly old schooled. They may select employees according to their smoking condition, or it would be easier for them to reach shared references with or without knowledge of candidates. Or, these shared information could affect the decision of whether inviting candidates to interview. On the other hand, international company professionals found most important as distinctive & verifying items. Education information in terms of dates and prepared resumes in English was important. These information are verifying one's educational background and English knowledge. This could be because they make assumptions with dates like if a bachelor's degree lasts over five years, this could mean the candidate could not finish school within a defined timeline and studied less to finish school. Of course, the reason for this situation is important. This is an item that international company professionals questioned. Moreover, the prepared resume in English is to promote the English level of candidates. In the case of international companies, the common language is English in general, due to the business is spread to different countries. Therefore, knowledge of English is something must have before entering these companies. Also, for these professionals, results show resume length is more important than resume content.

Other demographic information has not shown significant relation over RCS segments, but detailed analysis showed item based there are some differences. Age and

experience have similar negative correlations. Full-time work experience, communication information, chronological order within the content, and also the order of content, and wage expectations were found less important as experience increased. These results are actually logical due to these evaluations completed towards new graduates. As mentioned earlier, new graduates are less experienced; therefore, their full-time work experience will be limited and perhaps won't be related to the applied position. Moreover, they might not have work achievements. Also, their resumes expected to be undeveloped, thus content order or order within content might not be cautiously prepared. Lastly, since these candidates are inexperienced, it is not important to include wage expectations of resuming. It seems like experienced HRM professionals are aware of these situations and did not expect to see these characteristics in the resume, or their effect is smaller than other information. Moreover, professionals who are currently resume screeners attributed importance to high school information, social responsibility projects, and associations. These results are also coherent for new graduates. Again since their work-related experience is limited, these information would give sensible information about the candidate. As Crosby (1999) suggested for new graduates, high school information could be important. High school's information has value due to implied success and perception of the school's Ecole. Moreover, social responsibility projects and associations could be evaluated as extra-curricular activities. As literature supports, attending these activities could develop a candidate's communication, decision making, teamwork, and leadership. Therefore in today's evaluation criteria, these items were valued by HRM professionals in terms of new graduates' resumes.

Lastly, workload and time pressure were tried to understand by HR and recruitment team sizes as well as the frequency of resume screening and hiring. Although significant results were minimal, these suggested there would be a difference in evaluation in terms of resume screening and hiring frequency. The results showed that if professional screens resume frequently, they attributed more importance to a bachelor's degree, and communication information but resume two-page, and smoking

information was valued more by less frequent resume screeners. Also, the impression strengthening segment is found important by less frequent recruiters, but non-of its items are found significantly important than others. Additionally, resume language and bachelor's degree years were evaluated as more important by frequently recruiters and smoking information found more important by less frequent recruiters. Although the relations were very limited, these results suggest workload and time pressure might alter the evaluation of resume characteristics of new graduates in terms of importance.

Vardarlier et al. (2018) claimed that resumes should not be drowned with unnecessary information; it should be prepared according to answer what evaluator requests. According to them, HRM professionals are checking resumes for whether the applicant has needed skills to meet the criteria of the position. The results of this current study supported this idea by limiting resumes to two pages, and including only the most essential information to resumes were desired by HRM professionals. Also, comments gathered from RCS comments sections, besides the content of the resume, HRM professionals are giving importance to neat, attentive, to the point and look professionally prepared resumes. Also, resumes should be clear in terms of meaning, that means away from contradictions, and confusions, and free from spelling mistakes.

4.4. CONTRIBUTION of THE STUDY

As mentioned before, there were very limited studies on resume evaluation with the Turkish population. In addition to Vardarlier et al. (2018)'s study, we have a deeper understanding of resume input and content order. MDS model of RCS presents which items are viewed for what purpose, and how it is evaluated in terms of importance. This model suggests in which order the items should be included to resume of new graduates.

Moreover, the literature focuses on the HRM professional's demographics rather than their approach to work while examining the resume evaluation process. In this sense, although the Turkish translated version of the Work Alienation Scale had

not to function with our sample, correlations analysis of specific items of the scale, and RCS segments showed there is a significant evaluator effect. HRM professional's perception of work, more specifically resume screening work, altered their approach to resume item evaluation in terms of importance. Since this relation has not been studied before, these results are also an extensive contribution to literature.

Furthermore, this study contributes to the literature in terms of HRM professionals' demographics and their effect on to resume screening process. Age and gender affect generally studied in generally under similarity bias or in/out-group favouritism. The prejudice effect eliminated due to the current study examined resume characteristics importance rather than the candidate's characteristics. This way effect of age, experience, gender, and even company type on resume characteristics and their evaluation in terms of importance observed directly, and HRM professionals' preferences are defined.

4.4.1. Practical Implications

The current study's results supported previous studies in terms of resumes that should be simple to read with enough detail (Akpan & Notar, 2012). According to results following items are evaluated as most important therefore they should be included in resumes of new graduates: communication information, full-time, and part-time work experience with details of employment dates, company, and a short description of the job, work achievements, received bachelor's, and master's degree, and computer skills, and its levels as well as foreign language skills, and levels regarding resume content. Furthermore, the information should be written attentively in terms of chronological order within the content and order of each content. Other information like associations, university clubs, social responsibility projects, reference, and personal information should be included after work experience, educational

background, and skills. Moreover, objective statements should be brief and to the point. If the candidate includes a photograph, it should be a formal photo rather than a photograph taken in a social environment. Also, birthplace, marital status, smoking, and high school GPA evaluated as unimportant by HRM professionals, therefore not including these information is an option for new graduates. In terms of length, limiting information to a maximum two-page is rated as more important than a three-page length resume.

It is known from Bandura's study (1977) that the ability to perform a task is affected by positive/negative experience. Taking from here, from the company perspective, HRM professionals' experience, and opinions about their daily job, specifically resume screening for the current study, affect how that performs the task. Therefore, showing HRM professionals how important their role is and how it is affecting overall company goals is very important. An engaging employee with their work is a take-home point for companies.

4.5. LIMITATIONS and FURTHER RESEARCH

There are some limitations to this study. First of all, a small sample of HRM professionals participated in this study. This is because this study addressed to a small sample of the population. This group was very specific to work with; therefore, very limited HRM professionals had attended to research. Next, studies should consider this limitation and increase the participant number. Moreover, if the MDS model is analyzed again with more participants, we believe the stress level of this analysis will fit better than ours, according to Kruskal's (1964)'s benchmarks.

Secondly, there was no literature on HRM professionals' work alienation and its effects. As a result of this, the literature review was very limited in this aspect, and the concept tried to understand with the help of similar topics. Furthermore, the Work

Alienation Scale's Turkish translations were not efficient. Therefore we could not analyze the work alienation level of HRM professionals and the effects of the resume screening process. This scale should be re-translated to Turkish, or a new work alienation questionnaire should be prepared in further research by researchers.

Thirdly, this study was quantitative research. Even though this study already revealed valuable details about the resume screening process, a qualitative study would rise, and help interrupted more details about this process.

According to additional comments in our study, these items should be added to examination: spelling mistakes and delivered resume format in terms of pdf and word format. These items are also related to resume structure, and it would be beneficial to understand their importance to HRM professionals. Moreover, an explanation of gaps in the resume could be included to further investigation. Bright, and Davies (1999) reported including information about gaps in a career path in resumes increased perception of honesty of candidate. On the other hand, if raters realize the un-explained gaps, they tend to fill the gap with negative thoughts, which leads them to eliminate that candidate (Bright & Davies, 1999).

The current resume scale has not included any item related to the candidate's address. Including home, the address could be found an important resume item too. Additionally, the format of the address is important too; it could be only a city or district, and the city, or an open home address. Overall, city information could be distinctive information. For example, if the position's city and the candidate's city are different than each other, depending on the position, they could value differently. Sometimes, experience towards a specific city is necessary for positions, therefore including this information could found important.

Although in the current study, the effects of HRM professionals' workload and time pressure on the resume screening process tried to understand, due to limitations of the study, the results were minimal. Further research should focus on this subject and investigate deeper.

In the current study, age and gender of HRM professionals' examined, but professional's attitudes towards age and gender have not questioned. It is because prejudice effect eliminated, and the study's focus was resume characteristics importance rather than the candidate's characteristics. Further studies should examine ageism and sexism by specific positions and applications of varied candidate profiles which differ in terms of age and gender.

HRM professional's motivations and biases towards the resume screening process could be examined by a mixture of a quantitative and qualitative study. Resumes are one of the first and most important sources of information when HRM managers and recruiters initially screen applicants for jobs, but they also appear very vulnerable to bias (Derous et al., 2015). This resume screening based on one or two paged resumes, provides limited information and is vulnerable to categorization effects (Derous & Decoste, 2017). Also, the literature suggests that being motivated to act by prejudice is affecting the hiring process. For example, it has resulted in less job suitable perception towards candidates who are minority ethnicity like Arabs vs Dutch's (Derous et al., 2012; Derous et al., 2015). After all, pre-interview evaluations are affecting face to face interview process due to the first impression constructed (Dipboye, 1982).

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APPENDICES

Appendix A: Result of Evaluation by Ethics Committee

ETİK KURUL DEĞERLENDİRME SONUCU/RESULT OF EVALUATION BY THE ETHICS COMMITTEE

(Bu bölüm İstanbul Bilgi Üniversitesi İnsan Araştırmaları Etik Kurul tarafından doldurulacaktır /This section to be completed by the Committee on Ethics in research on Humans)

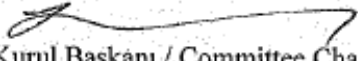
Başvuru Sahibi / Applicant: İlkin Arbaş

Proje Başlığı / Project Title: How HR Professionals' Characteristics and Work Alienation are Related to the Evaluation of the Resume Characteristics during the Pre-Screening Process for Newly Graduates

Proje No. / Project Number: 2019-20024-141

1.	Herhangi bir değişikliğe gerek yoktur / There is no need for revision	XX
2.	Ret/ Application Rejected Reddin gerekçesi / Reason for Rejection	


Değerlendirme Tarihi / Date of Evaluation: 9 Ekim 2019


Kurul Başkanı / Committee Chair

Doç. Dr. İtir Erhart

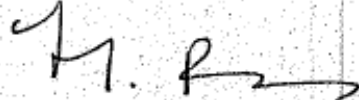

Üye / Committee Member

Prof. Dr. Aslı Tunç



Üye / Committee Member

Prof. Dr. Turgut Tarhanlı



Üye / Committee Member

Prof. Dr. Hale Bolak Boratav


Üye / Committee Member

Prof. Dr. Koray Akay

Appendix B: Informed Consent Form (Turkish)

Gönüllü Katılım Formu

Bu çalışma İnsan Kaynakları Uzmanlarının yeni mezunlara dair özgeçmiş eleme sürecinde nelere dikkat ettikleri konusunda tanımlayıcı veri elde etmeyi amaçlamaktadır.

Araştırma İstanbul Bilgi Üniversitesi Örgütsel Psikoloji Yüksek Lisans programından İlkim Arıbaş tarafından Master Tezi olarak yürütülmektedir.

Bu araştırmada uygulanacak olan anket yaklaşık 15 dakika sürecektir. Katılımcıların kişisel bilgileri gizli tutulacak ve elde edilen bulgular sadece bilimsel amaçla kullanılacaktır.

Katılımınız tamamen gönüllülük esasına dayanıp sizi rahatsız eden bir durumla karşılaşmanız halinde sebep bildirmeksizin çalışmayı bırakabilirsiniz. Araştırmaya katıldıktan sonra herhangi bir sorunuz olduğu takdirde ya da araştırma sonuçlarını elde etmek için İlkim Arıbaş ile irtibata geçebilirsiniz.

İletişim Bilgileri:	
Doç. Dr. İdil Işık Psikoloji Bölümü İstanbul Bilgi Üniversitesi Tel: +90 212 311 7776 E-Posta: idal.isik@bilgi.edu.tr	İlkim Arıbaş Örgütsel Psikoloji Yüksek Lisans Programı İstanbul Bilgi Üniversitesi Tel: +90 539 620 66 49 E-Posta: ilkim.aribas@bilgiedu.net

Yukarıdaki çalışmanın amacını ve içeriğini belirten bildiriye okudum, anladım ve araştırmaya katılmayı

Kabul ediyorum _____ Kabul etmiyorum _____

Appendix C: Informed Consent Form (English)

Informed Consent Form

This study aims to obtain descriptive data about what participants pay attention to during the resume pre-screening and elimination process of new graduates.

The research is conducted by İlkim Arıbař from İstanbul Bilgi University Organizational Psychology Master's program as part of the Master thesis.

A questionnaire will be applied in this research. Answering the questionnaire will take about 15 minutes. Personal information of the participants will be kept confidential, and data collected will only be used for the aims of the present study. Your participation is completely voluntary. You can quit answering the questionnaire at any time without mentioning an excuse. The results of the study will be sent to you if you send a request. You can contact İlkim Arıbař if you have any further questions on the study.

Contact Information:	
İdil Iřık (Ph.D.) Department of Psychology İstanbul Bilgi University Phone: +90 212 311 7776 E-mail: idil.isik@bilgi.edu.tr	İlkim Arıbař Organizational Psychology Master's Program Istanbul Bilgi University Phone: +90 539 620 66 49 E-mail: ilkim.aribas@bilgiedu.net

I have read and understood the explanation provided to me. I have had all my questions answered to my satisfaction, and I,

Voluntarily Agree to participate in this study. _____

Don't agree to participate in this study. _____

Appendix D: Work Alienation Scale (Turkish)

İşe Yabancılaşma Ölçeği

Yönerge: Aşağıda size iş yaşamınızla ilgili ifadelere yer verilmiştir. Günlük iş yapış şeklinizi düşünerek bu ifadelerin sizin için en kadar geçerli olduğunu 1: Kesinlikle katılmıyorum ve 6: Kesinlikle Katılıyorum arasında değerlendirmeniz istenmektedir.

Güçsüzlük

1. Günlük görevimi yerine getirirken oldukça serbest davranma imkânına sahibim.
2. Görevimi yerine getirirken kendi düşüncelerimi uygulama imkânım çok az.
3. Günlük işlerimi yoluna koyup düzenlemede benim yapacağım fazla bir şey yok.
4. İş hayatımda öncelikle amirlerimi danışmadan birçok kararları kendim alırım.
5. İş hayatımda gerektiği zaman değişiklik yapabilme imkânına sahip değilim.
6. Günlük hayatta yaptığım işlerin çoğu başkaları tarafından tespit edilir.
7. İş yerimde işimi yaparken kararların tamamını kendim veririm.

Anlamsızlık

1. Yaptığım iş çalıştığım kuruluşun başarısı için önemli bir yere sahiptir.
2. Yaptığım işlerin gerçek amacını anlamakta zaman zaman güçlük çekerim.
3. Yaptığım iş gerçekten önemli ve değeri olan bir iştir.
4. Yaptığım işin öneminin gerçekten ne olduğunu sık sık merak ederim.
5. Sık sık işimin çevrem için fazla bir önemi olmadığını hissederim.
6. Çalıştığım kuruluş açısından yaptığım işin önemini biliyorum.
7. Yaptığım işin, iş yerimdeki diğer işçilerin yaptığı işlerle ilgisinin ne olduğunu bilirim.

Kendine Yabancılaşma

1. İş hayatımda yaptığım iş bir iş başarmanın zevkini veriyor.
2. İş hayatımda elde ettiğim tek ve en büyük ödül aldığım paradır.
3. İş hayatımda yaptığım iş bana kişisel başarı duygusunu sağlamaktadır.
4. İş hayatımda yaptığım işler için bütün hüner ve kabiliyetlerimi kullanmama gerek yok.
5. İşim bana kendimi gerçekleştirme imkânı verir.
6. Yaptığım iş yaratıcılık istemeyen sıkıcı ve monoton (tek tip) bir iştir.
7. Yaptığım iş her yönüyle ilginç bir iştir.

Appendix E: Work Alienation Scale (English)

Work Alienation Scale

Instruction: Below, there are statements about your business life. Considering the way you do your daily work, you are asked to evaluate how valid these statements are to you from 1: Strongly Disagree to 6: Strongly Agree.

Powerlessness

1. I have a good deal of freedom in the performance of my daily task.
2. I have the opportunity to exercise my own judgment on the job
3. I have little control over how I carry out my daily tasks.
4. I make most work decisions without first consulting my superior.
5. I am not able to make changes regarding my job activities.
6. My Daily activities are largely determined by others
7. I make my own decisions in the performance of my work role.

Meaninglessness

1. My work is a significant contribution to the successful operation of the organization
2. Sometimes I am not sure I completely understand the purpose of what I am doing.
3. My work is really important and worthwhile
4. I often wonder what the importance of my job really is.
5. I often feel that my work counts for very little around here.
6. I understand how my work role fits into the overall operation of this organization.
7. I understand how my work fits in the work of others here.

Self-estrangement

1. I do not feel a sense of accomplishment in the type of work I do.
2. My salary is the most rewarding aspect of my job.
3. My work provides me with a sense of personal fulfillment.
4. I have little opportunity to use my real abilities and skills in the type of work I do.
5. My work is a very self-rewarding experience.
6. My work is often routine and dull, providing little opportunity for creativity.
7. My work is interesting and challenging.

Appendix F: Resume Characteristics Scale (Turkish)

Özgeçmiş Özellikleri Ölçeği

Yönerge: Aşağıda size yeni mezun bir adayın özgeçmişinde yer alabilecek bazı özellikler verilmiştir. Bu özellikleri adayın değerlendirildiği pozisyondan bağımsız olarak İnsan Kaynakları İşe Alım Uzmanı bakış açısıyla değerlendirmeniz beklenmektedir. Özgeçmişin yapısına ve/veya içeriğine dair belirtilen bu ifadeleri özgeçmişte bulunmasına ne kadar önem verdiğinizize göre 1: Önemsiz ve 6: Çok Önemli arasında değerlendirmeniz istenmektedir.

Örnek: Bir özgeçmişini olumlu ya da olumsuz olarak değerlendirirken özgeçmişte ismin ve soyismin belirtilmesi sizin için önemsiz bir kriterse “1 – Önemsiz” seçeneğini seçmeniz beklenmektedir. Eğer ismin ve soyismin belirtilmesi sizin için çok önemli bir kriter ise “6 – Çok Önemli” seçeneğini seçmeniz beklenmektedir.

Hedefler

1. Kariyer hedeflerin ön yazı olarak belirtilmesi
2. Ön yazının 1-2 cümle uzunluğunda olması
3. Ön yazının 2 paragraf uzunluğunda olması
4. Ön yazının 3 ve daha fazla paragraf uzunluğunda olması

Kişisel Bilgiler Bölümü

1. Bir fotoğrafın yer alması
2. Resmi (vesikalık, biyometrik vb.) bir fotoğrafın yer alması
3. Resmi olmayan (sosyal hayatta çekilmiş) bir fotoğrafın yer alması
4. Temel iletişim bilgilerinin (telefon, e-posta vb.) belirtilmesi
5. Doğum yerinin belirtilmesi
6. Doğum tarihinin belirtilmesi
7. Cinsiyetin belirtilmesi
8. Medeni durumun belirtilmesi
9. Sürücü belgesinin belirtilmesi

10. Erkek adaylar için askerlik durumunun belirtilmesi
11. Sigara kullanım durumunun belirtilmesi
12. Ücret beklentisinin belirtilmesi
13. Farklı illerde çalışmaya istekli/isteksiz olunmasının belirtilmesi
14. İş seyahatlerine açık/kapalı olduğunun belirtilmesi

Tecrübe

1. Tam zamanlı iş tecrübesinin çalışılan şirket, pozisyon, yıl ve iş tanımı gibi detaylarının belirtilmesi
2. Staj yapılan şirket, pozisyon, yıl ve iş tanımı gibi detaylarının belirtilmesi,

Başarılar

1. Bireysel başarılar bölümünün yer alması
2. Akademik başarılar bölümünün yer alması
3. İş ile ilgili başarılar bölümünün yer alması

Eğitim

1. Mezun olunan lisenin belirtilmesi
2. Lisede okunan yılların başlangıç ve bitiş şeklinde belirtilmesi
3. Lise not ortalamasının belirtilmesi
4. Mezun olunan üniversitenin (lisans) belirtilmesi
5. Mezun olunan üniversitede (lisans) okunan yılların başlangıç ve bitiş şeklinde belirtilmesi
6. Mezun olunan üniversite (lisans) not ortalamasının belirtilmesi
7. Mezun olunan üniversitenin (yüksek lisans) belirtilmesi
8. Mezun olunan üniversitede (yüksek lisans) okunan yılların başlangıç ve bitiş şeklinde belirtilmesi
9. Mezun olunan üniversite (yüksek lisans) not ortalamasının belirtilmesi
10. Yüksek lisans tez konusunun belirtilmesi
11. Pozisyon ile ilgili üniversite eğitimi sırasında alınan derslerin belirtilmesi

12. Pozisyon ile ilgili üniversite eğitimi dışında alınan eğitim, sertifika vb. etkinliklerin belirtilmesi

Yetkinlikler

1. Bilgisayar becerisine ilişkin kullanılan programların belirtilmesi (SAP, Microsoft Office Tools, vb.)
2. Bilgisayar becerisine ilişkin kullanılan programların yetkinlik bilgisinin belirtilmesi (iyi, orta, kötü, vb.)
3. Yabancı dil bilgisinin belirtilmesi
4. Yabancı dillere ilişkin seviyelerin kořuma, yazma ve dinleme řeklinde ayrı ayrı belirtilmesi
5. Sınav bilgilerinin (ALES, YDS, TOEFL, IELTS vb.) belirtilmesi,

Üyelikler ve Hobiler

1. Dernek üyeliklerinin belirtilmesi
2. Sivil toplum kuruluşları üyeliklerinin belirtilmesi
3. Sosyal sorumluluk projelerinin belirtilmesi
4. Üniversite topluluk üyeliklerinin belirtilmesi
5. Hobilerin belirtilmesi

Referans

1. Referansların doğrudan isim-soyisim, iletişim bilgileri, çalıştığı kurum ve pozisyon olarak belirtilmesi
2. Referansların “istenildiđi takdirde iletilecektir” řeklinde belirtilmesi

Özgeçmişin Genel Yapısı

1. Özgeçmişin 1 sayfa olması
2. Özgeçmişin 2 sayfa olması
3. Özgeçmişin 3 ve daha fazla sayfa olması
4. Özgeçmişin sayfa yapısı, yazı puntosu, yazı stili, satır aralıkları gibi teknik formatı

5. Özgeçmişin hangi dilde hazırlandığı
6. Özgeçmişin İngilizce olması
7. Özgeçmişin Türkçe olması
8. Özgeçmişde yer alan bilgilerin kronolojik sıralanması (Örneğin; Eğitim geçmişinin en güncelden itibaren geriye dönük belirtilmesi)
9. Özgeçmişde bulunan kişisel bilgiler, tecrübe, eğitim ve başarılar gibi tüm bölümlerin/başlıkların sıralaması

Diğer

Önceki sayfalarda belirtilen olası özgeçmiş değerlendirme kriterleri dışında yeni mezun adaylarına yönelik yapılan ön değerlendirme sürecinde özgeçmiş içeriğine ve yapısına dair önem verdiğiniz diğer kriterler nelerdir?

Appendix G: Resume Characteristics Scale (English)

Resume Characteristics Scale

Instruction: Below, some features may be included in the resume of the new graduated candidate. You are expected to evaluate these features from a Human Resources Recruitment Professional perspective, regardless of the position the candidate is assessed. You are asked to assess these statements regarding the structure and content of the resume between 1: Not Important, and 6: Very Important, depending on how much important these features are to you.

Example: When evaluating a resume as positive or negative, clearly stating name, and surname is not important for you, it is expected you to choose "1 – Not Important" option; whereas, if a name, and surname is a very important criterion for you, it is expected you to choose the "6 - Very Important" option.

Objectives

1. Explanation of career objectives as objective statements
2. 1-2 sentence long objective statement
3. 2 paragraph long objective statement
4. 3 or more paragraph-long objective statement

Personal Information

1. Existence of a photograph
2. Formal (passport photo, etc.) photograph
3. Informal (taken in a social environment, etc.) photograph
4. Basic communication information (phone, e-mail, etc.)
5. Birthplace
6. Birthdate
7. Gender
8. Marital Status
9. Driving License

10. Military service status for male candidates
11. Smoking Information
12. Wage expectation
13. Willingness to change the city for work (Mobility)
14. Willingness to travel for work

Work Experience

1. Full-time work experience with details of the company, position, start/end dates, and short description of the job description
2. Part-time work/Internship experience with details of the company, position, start/end dates, and short description of the job description

Achievements

1. Individual achievements
2. Academic achievements
3. Work-related achievements

Education Background

1. High School information
2. High School start/end dates
3. High School GPA
4. Bachelor's degree information
5. Bachelor's degree start/end dates
6. Bachelor's degree GPA
7. Master's degree information
8. Master's degree start/end dates
9. Master's degree GPA
10. Master thesis subject
11. Courses taken related to the position during university education
12. Certificates taken related to position besides university education

Skills

1. Program knowledge regarding computer skills (SAP, Microsoft Office Tools, vb.)
2. Competency level of program knowledge regarding computer skill (good, medium, bad, etc.)
3. Foreign language knowledge
4. Foreign language skill details in terms of speaking writing and listening
5. Exam scores (ALES, YDS, TOEFL, IELTS vb.)

Memberships and Hobbies

1. Associations
2. Non-Governmental organizations
3. Social responsibility projects
4. University student club associations
5. Hobbies

Reference

1. Directly sharing reference information with name-surname, communication information, company, and position details
2. Stating “Reference will be available upon request” instead of directly sharing reference information

Structure of Resume

1. 1-page length resume
2. 2-page length resume
3. 3 or more-page length resume
4. Page format in terms of font size, and style or line, and paragraph spacing
5. Resume language
6. A resume prepared in the English language
7. A resume prepared in the Turkish language

8. Chronological order of information within the content (Example; education background information order as most recent to oldest)
9. Content/headline order of resume like personal information, work experience, educational background, and achievements, etc.

Other

What are the other criteria in terms of content, and structure of resume that you gave importance throughout the screening process for new graduate other than the ones listed above?

Appendix H: Demographic Questions (Turkish)

Demografik Sorular

1. Yaşınız:
2. Cinsiyetiniz:
 Erkek Kadın
3. En son mezun olduğunuz eğitim seviyesi:
 Lise Lisans Yüksek Lisans Doktora
4. Kaç senedir çalışma hayatındasınız?
5. Şu, anda çalışıyor musunuz?
 Evet Hayır
6. Şu, anda çalıştığınız kurum:
 Ulusal bir şirket Uluslararası bir şirket
7. Şu, anda hangi sektörde çalışıyorsunuz?
8. Kaç senedir şu, anda çalıştığınız bu şirkette çalışıyorsunuz?
9. Yöneticilik tecrübeniz var mı?
 Evet Hayır
10. Şu, anda özgeçmiş ön elemesini yapıyor musunuz?
 Evet Hayır
11. Evet ise, ne kadar süredir özgeçmişlerin ön elemesini yapıyorsunuz? Lütfen yıl olarak belirtin.
12. Hayır ise, kaç sene özgeçmişlerin ön elemesini yaptınız?
13. İK biriminiz kaç kişiden oluşuyor?
14. İK biriminizde siz dahil kaç kişi işe alım ve yerleştirmeden sorumlu?
15. Ne sıklıkta özgeçmiş taraması yapıyorsunuz?
 Her gün Haftada bir kez
 İki haftada bir kez Ayda bir kez
16. Ne sıklıkta işe alım yapıyorsunuz?
 Ortalama her ay Ortalama her iki ayda bir
 Ortalama her çeyrekte bir Altı ayda bir

Appendix I: Demographic Questions (English)

Demographic Questions

1. Your age:
2. Your gender:
 Male Female
3. Your education level:
 High School Bachelor's Degree
 Master's Degree Doctorate Degree
4. How many years are you involved in working life?
5. Are you currently working?
 Yes No
6. The company you are working currently is:
 National Company International Company
7. Which sector are you working in currently?
8. How many years are you working for the current company?
9. Do you have management experience?
 Yes No
10. Currently, do you pre-screen resumes?
 Yes No
11. If yes, for how long? Please specify in years.
12. If no, how many years have you pre-screened the resumes?
13. How many employees are working in your HR Department?
14. Including you, how many employees are working specifically for recruitment?
15. What is the frequency of resume screening?
 Everyday Once a week
 Once in two weeks Once a month

16. What is the frequency of recruitment?

- On average once in every month
- On average once in every two months
- On average once in every quarter
- On average once in every six months

Appendix J: Debriefing Form (Turkish)

Katılım Sonrası Bilgilendirme Formu

Katıldığınız çalışmanın amacı İnsan Kaynakları (İK) Uzmanlarının kendilerini yaptıkları işlerle ne kadar özdeşleştirdikleri ile yeni mezunlara dair özgeçmiş eleme sürecinde nelere dikkat ettikleri arasında bir bağlantının olup olmadığını incelemektir. Aynı zamanda İK Uzmanlarının toplam deneyimi, özgeçmiş eleme deneyimi, özgeçmiş eleme yoğunluğu gibi bilgilerin bu ilişkideki modaratör etkisine bakılacaktır.

Literatür iş özdeşliği düşük olan İK Uzmanlarının yaptıkları işin kalitesini etkileyebileceğini belirtmektedir. Bu durumda iş özdeşliği yüksek olan İK Uzmanlarının özgeçmiş eleme sürecinde daha seçici olması ve özgeçmişin içeriğinde kendisi için önemli olarak belirlediği daha çok madde olması beklenirken örneğin özgeçmiş eleme deneyimi daha az olan kişi ile daha çok olan kişinin önemli olarak belirttiği maddelerin de birbirinden ayrışması beklenmektedir.

İnsan Kaynakları Uzmanlarının araştırmanın hipotezlerini fark etmesi verecekleri yanıtları etkileyebileceğinden, araştırmanın başında bu bilgi saklanmıştır.

Bu çalışmadan alınacak ilk verilerin Ocak 2020 sonunda elde edilmesi amaçlanmaktadır. Elde edilen bilgiler sadece bilimsel araştırma ve yazılarda kullanılacaktır. Çalışmanın sağlıklı ilerleyebilmesi ve bulguların güvenilir olması için çalışmaya katılacağını bildiğiniz diğer kişilerle çalışma ile ilgili detaylı bilgi paylaşımında bulunmamanızı dileriz. Bu araştırmaya katıldığınız için tekrar çok teşekkür ederiz.

Araştırmanın sonuçlarını öğrenmek ya da daha fazla bilgi almak için araştırmacılara başvurabilirsiniz.

İletişim Bilgileri:	
Doç. Dr. İdil Işık Psikoloji Bölümü İstanbul Bilgi Üniversitesi Tel: +90 212 311 7776 E-Posta: idil.isik@bilgi.edu.tr	İlkim Arıbaş Örgütsel Psikoloji Yüksek Lisans Programı İstanbul Bilgi Üniversitesi Tel: +90 539 620 66 49 E-Posta: ilkim.aribas@bilgiedu.net

Appendix K: Debriefing Form (English)

Debriefing Form

The study you had participated in aims to examine whether there is a connection between Human Resources (HR) Professionals' work alienation level and importance given to specific resume characteristics of new graduates. At the same time, the moderator effect of the HR Professionals characteristics such as total experience, resume elimination experience, resume elimination intensity will be examined.

The literature suggests that HR Professionals with high work alienation level may affect the quality of their work. In this case, it is expected that HR Professionals with low work alienation levels will be more selective in the process of resume selection, and there will be more items in the content of the resume specified as important. Moreover, it is expected that for example, HR professional who has less resume screening experience, and HR Professional with more experience will differ in terms of defined important resume characteristics.

This information was hidden at the beginning of the research, since if Human Resources Professionals notice the hypotheses of the research, it may affect their responses.

The first data to be obtained from this study is aimed to be collected at the end of January 2020. The information obtained will be used only in scientific research and articles. We hope that you will not share detailed information about the study with other people you know will participate in the study for the study to be healthy, and the findings to be reliable. Thank you again for participating in this research.

You can contact the researchers to find out the results of the research or to get more information.

Contact Information:	
İdil Işık (Ph.D.) Department of Psychology İstanbul Bilgi University Phone: +90 212 311 7776 E-mail: idil.isik@bilgi.edu.tr	İlkin Arıbaş Organizational Psychology Master's Program Istanbul Bilgi University Phone: +90 539 620 66 49 E-mail: ilkim.aribas@bilgiedu.net

Appendix L: Screenshots of the Questionnaire Given to the Participants

İlkim Arıbaş - Yüksek Lisans Tez Çalışması

1. Gönüllü Katılım Formu

Bu çalışma İnsan Kaynakları Uzmanlarının yeni mezunlara dair özgeçmiş eleme sürecinde nelere dikkat ettikleri konusunda tanımlayıcı veri elde etmeyi amaçlamaktadır.

Araştırma İstanbul Bilgi Üniversitesi Örgütsel Psikoloji Yüksek Lisans programından İlkim Arıbaş tarafından Master Tezi olarak yürütülmektedir.

Bu çalışmada uygulanacak olan anket yaklaşık 15 dakika sürecektir. Katılımcıların kişisel bilgileri gizli tutulacak ve elde edilen bulgular sadece bilimsel amaçla kullanılacaktır.

Katılımınız tamamen gönüllülük esasına dayanıp sizi rahatsız eden bir durumla karşılaşmanız halinde sebep bildirmeksizin çalışmayı bırakabilirsiniz. Araştırmaya katıldıktan sonra herhangi bir sorunuz olduğu takdirde ya da araştırma sonuçlarını elde etmek için İlkim Arıbaş ile irtibata geçebilirsiniz.

İletişim Bilgileri:

Doç. Dr. İdil Işık
Psikoloji Bölümü
İstanbul Bilgi Üniversitesi
Tel: +90 212 311 7776
E-posta: idil.isik@bilgi.edu.tr

İlkim Arıbaş
Örgütsel Psikoloji Yüksek Lisans Programı
İstanbul Bilgi Üniversitesi
Tel: +90 539 620 66 49
E-posta: ilkim.aribas@bilgi.edu.net

Yukarıdaki çalışmanın amacını ve içeriğini belirten bildiri okudum, anladım ve araştırmaya katılmayı

Kabul ediyorum

Kabul etmiyorum

İlkim Arbaş - Yüksek Lisans Tez Çalışması

* 2. Yönerge: Aşağıda size iş yaşamınızla ilgili ifadelere yer verilmiştir. Günlük iş yapış şeklinizi düşünerek bu ifadelerin sizin için en kadar geçerli olduğunu 1: Kesinlikle katılmıyorum ve 6: Kesinlikle Katılıyorum arasında değerlendirmeniz istenmektedir.

	1 - Kesinlikle Katılmıyorum	2	3	4	5	6 - Kesinlikle Katılıyorum
Günlük görevimi yerine getirirken oldukça serbest davranma imkânına sahibim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Görevimi yerine getirirken kendi düşüncelerimi uygulama imkânım çok az.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Günlük işlerimi yoluna koyup düzenlemede benim yapacağım fazla bir şey yok.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İş hayatımda öncelikle amirlerimi danışmadan birçok kararları kendim alırım.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İş hayatımda gerektiği zaman değişiklik yapabilme imkânına sahip değilim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Günlük hayatta yaptığım işlerin çoğu başkaları tarafından tespit edilir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İş yerimde işimi yaparken kararların tamamını kendim veririm.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yaptığım iş çalıştığım kuruluşun başarısı için önemli bir yere sahiptir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yaptığım işlerin gerçek amacını anlamakta zaman zaman güçlük çekerim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yaptığım iş gerçekten önemli ve değerli olan bir iştir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yaptığım işin öneminin gerçekten ne olduğunu sık sık merak ederim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1 - Kesinlikle Katılmıyorum	2	3	4	5	6 - Kesinlikle Katılıyorum
Sık sık işimin çevrem için fazla bir önemi olmadığını hissedirim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Çalıştığım kuruluş açısından yaptığım işin önemini biliyorum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yaptığım işin, iş yerimdeki diğer işçilerin yaptığı işlerle ilgisinin ne olduğunu bilirim.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İş hayatımda yaptığım iş bir iş başarmanın zevkini veriyor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İş hayatımda elde ettiğim tek ve en büyük ödül aldığım paradır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İş hayatımda yaptığım iş bana kişisel başarı duygusunu sağlamaktadır.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İş hayatımda yaptığım işler için bütün hüner ve kabiliyetlerimi kullanmama gerek yok.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İşim bana kendimi gerçekleştirme imkânı verir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yaptığım iş yaratıcılık istemeyen sıkıcı ve monoton (tek tip) bir iştir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yaptığım iş her yönüyle ilginç bir iştir.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 3. Hedefler

Yönerge: Aşağıda size yeni mezun bir adayın özgeçmişinde yer alabilecek bazı özellikler verilmiştir. Bu özellikleri adayın değerlendirildiği pozisyondan bağımsız olarak İnsan Kaynakları İşe Alım Uzmanı bakış açısıyla değerlendirmeniz beklenmektedir. Özgeçmişin yapısına ve/veya içeriğine dair belirtilen bu ifadeleri özgeçmişte bulunmasına ne kadar önem verdiğinizize göre 1: Önemsiz ve 6: Çok Önemli arasında değerlendirmeniz istenmektedir.

Örnek: Bir özgeçmiş olumlu ya da olumsuz olarak değerlendirirken özgeçmişte ismin ve soyismin belirtilmesi sizin için önemsiz bir kriterse "1 – Önemsiz" seçeneğini seçmeniz beklenmektedir. Eğer ismin ve soyismin belirtilmesi sizin için çok önemli bir kriter ise "6 – Çok Önemli" seçeneğini seçmeniz beklenmektedir.

	1 - Önemsiz	2	3	4	5 -	6 - Çok Önemli
Kariyer hedefinin ön yazı olarak belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ön yazının 1-2 cümle uzunluğunda olması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ön yazının 2 paragraf uzunluğunda olması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ön yazının 3 ve daha fazla paragraf uzunluğunda olması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 4. Kişisel Bilgiler Bölümü

Yönerge: Aşağıda size yeni mezun bir adayın özgeçmişinde yer alabilecek bazı özellikler verilmiştir. Bu özellikleri adayın değerlendirildiği pozisyondan bağımsız olarak İnsan Kaynakları İşe Alım Uzmanı bakış açısıyla değerlendirmeniz beklenmektedir. Özgeçmişin yapısına ve/veya içeriğine dair belirtilen bu ifadeleri özgeçmişte bulunmasına ne kadar önem verdiğinizize göre 1: Önemsiz ve 6: Çok Önemli arasında değerlendirmeniz istenmektedir.

Örnek: Bir özgeçmiş olumlu ya da olumsuz olarak değerlendirirken özgeçmişte ismin ve soyismin belirtilmesi sizin için önemsiz bir kriterse "1 – Önemsiz" seçeneğini seçmeniz beklenmektedir. Eğer ismin ve soyismin belirtilmesi sizin için çok önemli bir kriter ise "6 – Çok Önemli" seçeneğini seçmeniz beklenmektedir.

	1 - Önemsiz	2	3	4	5	6 - Çok Önemli
Bir fotoğrafın yer alması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resmi (vesikalık, biyometrik vb.) bir fotoğrafın yer alması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resmi olmayan (sosyal hayatta çekilmiş) bir fotoğrafın yer alması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temel iletişim bilgilerinin (telefon, e-posta vb.) belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doğum yerinin belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doğum tarihinin belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cinsiyetin belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Medeni durumun belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sürücü belgesinin belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Erkek adaylar için askerlik durumunun belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sigara kullanım durumunun belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Öcret beklentisinin belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Farklı illerde çalışmaya istekli/isteksiz olunmasının belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İş seyahatlerine açık/kapalı olduğunun belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 5. Tecrübe

Yönerge: Aşağıda size yeni mezun bir adayın özgeçmişinde yer alabilecek bazı özellikler verilmiştir. Bu özellikleri adayın değerlendirildiği pozisyondan bağımsız olarak İnsan Kaynakları İşe Alım Uzmanı bakış açısıyla değerlendirmeniz beklenmektedir. Özgeçmişin yapısına ve/veya içeriğine dair belirtilen bu ifadeleri özgeçmişte bulunmasına ne kadar önem verdiğinizize göre 1: Önemsiz ve 6: Çok Önemli arasında değerlendirmeniz istenmektedir.

Örnek: Bir özgeçmiş olumlu ya da olumsuz olarak değerlendirirken özgeçmişte ismin ve soyismin belirtilmesi sizin için önemsiz bir kriterse "1 – Önemsiz" seçeneğini seçmeniz beklenmektedir. Eğer ismin ve soyismin belirtilmesi sizin için çok önemli bir kriter ise "6 – Çok Önemli" seçeneğini seçmeniz beklenmektedir.

	1 - Önemsiz	2	3	4	5	6 - Çok Önemli
Tam zamanlı iş tecrübesinin çalışılan şirket, pozisyon, yıl ve iş tanımı gibi detaylarının belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staj yapılan şirket, pozisyon, yıl ve iş tanımı gibi detaylarının belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 6. Başarılar

Yönerge: Aşağıda size yeni mezun bir adayın özgeçmişinde yer alabilecek bazı özellikler verilmiştir. Bu özellikleri adayın değerlendirildiği pozisyondan bağımsız olarak İnsan Kaynakları İşe Alım Uzmanı bakış açısıyla değerlendirmeniz beklenmektedir. Özgeçmişin yapısına ve/veya içeriğine dair belirtilen bu ifadeleri özgeçmişte bulunmasına ne kadar önem verdiğinizize göre 1: Önemsiz ve 6: Çok Önemli arasında değerlendirmeniz istenmektedir.

Örnek: Bir özgeçmiş olumlu ya da olumsuz olarak değerlendirirken özgeçmişte ismin ve soyismin belirtilmesi sizin için önemsiz bir kriterse "1 – Önemsiz" seçeneğini seçmeniz beklenmektedir. Eğer ismin ve soyismin belirtilmesi sizin için çok önemli bir kriter ise "6 – Çok Önemli" seçeneğini seçmeniz beklenmektedir.

	1 - Önemsiz	2	3	4	5	6 - Çok Önemli
Bireysel başarılar bölümünün yer alması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Akademik başarılar bölümünün yer alması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
İş ile ilgili başarılar bölümünün yer alması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 7. Eğitim

Yönerge: Aşağıda size yeni mezun bir adayın özgeçmişinde yer alabilecek bazı özellikler verilmiştir. Bu özellikleri adayın değerlendirildiği pozisyondan bağımsız olarak İnsan Kaynakları İşe Alım Uzmanı bakış açısıyla değerlendirmeniz beklenmektedir. Özgeçmişin yapısına ve/veya içeriğine dair belirtilen bu ifadeleri özgeçmişte bulunmasına ne kadar önem verdiğinizize göre 1: Önemsiz ve 6: Çok Önemli arasında

değerlendirmeniz istenmektedir.

Örnek: Bir özgeçmiş olumlu ya da olumsuz olarak değerlendirirken özgeçmişte ismin ve soyismin belirtilmesi sizin için önemsiz bir kriterse "1 – Önemsiz" seçeneğini seçmeniz beklenmektedir. Eğer ismin ve soyismin belirtilmesi sizin için çok önemli bir kriter ise "6 – Çok Önemli" seçeneğini seçmeniz beklenmektedir.

	1 - Önemsiz	2	3	4	5	6 - Çok Önemli
Mezun olunan lisenin belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lisede okunan yılların başlangıç ve bitiş şeklinde belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lise not ortalamasının belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mezun olunan Üniversitenin (lisans) belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mezun olunan Üniversitede (lisans) okunan yılların başlangıç ve bitiş şeklinde belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mezun olunan Üniversite (lisans) not ortalamasının belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mezun olunan Üniversitenin (yüksek lisans) belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mezun olunan Üniversitede (yüksek lisans) okunan yılların başlangıç ve bitiş şeklinde belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mezun olunan Üniversite (yüksek lisans) not ortalamasının belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yüksek lisans tez konusunun belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pozisyon ile ilgili Üniversite eğitimi sırasında alınan derslerin belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pozisyon ile ilgili Üniversite eğitimi dışında alınan eğitim, sertifika vb. etkinliklerin belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 8. Yetkinlikler

Yönerge: Aşağıda size yeni mezun bir adayın özgeçmişinde yer alabilecek bazı özellikler verilmiştir. Bu özellikleri adayın değerlendirildiği pozisyondan bağımsız olarak İnsan Kaynakları İşe Alım Uzmanı bakış açısıyla değerlendirmeniz beklenmektedir. Özgeçmişin yapısına ve/veya içeriğine dair belirtilen bu ifadeleri özgeçmişte bulunmasına ne kadar önem verdiğinizize göre 1: Önemsiz ve 6: Çok Önemli arasında değerlendirmeniz istenmektedir.

Örnek: Bir özgeçmiş olumlu ya da olumsuz olarak değerlendirirken özgeçmişte ismin ve soyismin belirtilmesi sizin için önemsiz bir kriterse "1 – Önemsiz" seçeneğini seçmeniz beklenmektedir. Eğer ismin ve soyismin belirtilmesi sizin için çok önemli bir kriter ise "6 – Çok Önemli" seçeneğini seçmeniz beklenmektedir.

	1 - Önemsiz	2	3	4	5	6 - Çok Önemli
Bilgisayar becerisine ilişkin kullanılan programların belirtilmesi (SAP, Microsoft Office Tools, vb.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bilgisayar becerisine ilişkin kullanılan programların yetkinlik seviyesinin belirtilmesi (iyi, orta, kötü, vb.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yabancı dil bilgisinin belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Yabancı dillere ilişkin seviyelerin konuşma, yazma ve dinleme şeklinde ayrı ayrı belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sınav bilgilerinin (ALES, YDS, TOEFL, IELTS vb.) belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 9. Üyelikler ve Hobiler

Yönerge: Aşağıda size yeni mezun bir adayın özgeçmişinde yer alabilecek bazı özellikler verilmiştir. Bu özellikleri adayın değerlendirildiği pozisyondan bağımsız olarak İnsan Kaynakları İşe Alım Uzmanı bakış açısıyla değerlendirmeniz beklenmektedir. Özgeçmişin yapısına ve/veya içeriğine dair belirtilen bu ifadeleri özgeçmişte bulunmasına ne kadar önem verdiğinizize göre 1: Önemsiz ve 6: Çok Önemli arasında değerlendirmeniz istenmektedir.

Örnek: Bir özgeçmiş olumlu ya da olumsuz olarak değerlendirirken özgeçmişte ismin ve soyismin belirtilmesi sizin için önemsiz bir kriterse "1 – Önemsiz" seçeneğini seçmeniz beklenmektedir. Eğer ismin ve soyismin belirtilmesi sizin için çok önemli bir kriter ise "6 – Çok Önemli" seçeneğini seçmeniz beklenmektedir.

	1 - Önemsiz	2	3	4	5	6 - Çok Önemli
Dernek üyeliklerinin belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sivil toplum kuruluşları üyeliklerinin belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sosyal sorumluluk projelerinin belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Üniversite topluluk üyeliklerinin belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hobilerin belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 10. Referans

Yönerge: Aşağıda size yeni mezun bir adayın özgeçmişinde yer alabilecek bazı özellikler verilmiştir. Bu özellikleri adayın değerlendirildiği pozisyondan bağımsız olarak İnsan Kaynakları İşe Alım Uzmanı bakış açısıyla değerlendirmeniz beklenmektedir. Özgeçmişin yapısına ve/veya içeriğine dair belirtilen bu ifadeleri özgeçmişte bulunmasına ne kadar önem verdiğinizize göre 1: Önemsiz ve 6: Çok Önemli arasında değerlendirmeniz istenmektedir.

Örnek: Bir özgeçmiş olumlu ya da olumsuz olarak değerlendirirken özgeçmişte ismin ve soyismin belirtilmesi sizin için önemsiz bir kriterse "1 – Önemsiz" seçeneğini seçmeniz beklenmektedir. Eğer ismin ve soyismin belirtilmesi sizin için çok önemli bir kriter ise "6 – Çok Önemli" seçeneğini seçmeniz beklenmektedir.

	1 - Önemsiz	2	3	4	5	6 - Çok Önemli
Referansların doğrudan isim-soyisim, iletişim bilgileri, çalıştığı kurum ve pozisyon olarak belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Referansların "İstenildiği takdirde iletişilecektir" şeklinde belirtilmesi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 11. Özgeçmişin Genel Yapısı

Yönerge: Aşağıda size yeni mezun bir adayın özgeçmişinde yer alabilecek bazı özellikler verilmiştir. Bu özellikleri adayın değerlendirildiği pozisyondan bağımsız olarak İnsan Kaynakları İşe Alım Uzmanı bakış açısıyla değerlendirmeniz beklenmektedir. Özgeçmişin yapısına ve/veya içeriğine dair belirtilen bu ifadeleri özgeçmişte bulunmasına ne kadar önem verdiğinizize göre 1: Önemsiz ve 6: Çok Önemli arasında değerlendirmeniz istenmektedir.

Örnek: Bir özgeçmişini olumlu ya da olumsuz olarak değerlendirirken özgeçmişte ismin ve soyismin belirtilmesi sizin için önemsiz bir kriterse "1 – Önemsiz" seçeneğini seçmeniz beklenmektedir. Eğer ismin ve soyismin belirtilmesi sizin için çok önemli bir kriter ise "6 – Çok Önemli" seçeneğini seçmeniz beklenmektedir.

	1 - Önemsiz	2	3	4	5	6 - Çok Önemli
Özgeçmişin 1 sayfa olması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Özgeçmişin 2 sayfa olması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Özgeçmişin 3 ve daha fazla sayfa olması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Özgeçmişin sayfa yapısı, yazı puntosu, yazı stili, satır aralıkları gibi teknik formatı	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Özgeçmişin hangi dilde hazırlandığı	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Özgeçmişin İngilizce olması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Özgeçmişin Türkçe olması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Özgeçmişde yer alan bilgilerin kronolojik sıralanması (Örneğin: Eğitim geçmişinin en güncelden itibaren geriye doğru belirtilmesi)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Özgeçmişde bulunun kişisel bilgiler, tecrübe, eğitim ve başarılar gibi tüm bölümlerin/başlıkların sıralanması	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Diğer: Önceki sayfalarda belirtilen olası özgeçmiş değerlendirme kriterleri dışında yeni mezun adaylarına yönelik yapılan özgeçmiş ön değerlendirme sürecinde özgeçmiş içeriğine ve yapısına dair önem verdiğiniz diğer kriterler nelerdir?

Demografik Bilgiler

* 13. Yaşınız

* 14. Cinsiyetiniz

Erkek

Kadın

* 15. En son mezun olduğunuz eğitim seviyesi:

Lise

Lisans

Yüksek Lisans

Doktora

* 16. Kaç senedir çalışma hayatındasınız?

* 17. Şu anda çalışıyor musunuz?

Evet

Hayır

* 18. Şu anda çalıştığınız kurum

Ulusal bir şirket

Uluslararası bir şirket

* 19. Şu anda hangi sektörde çalışıyorsunuz?

* 20. Kaç senedir şu anda çalıştığınız şirkette çalışıyorsunuz?

* 21. Yöneticilik tecrübeniz var mı?

Evet

Hayır

* 22. Őu anda zgemiŐ elemesi yapıyor musunuz?

- Evet
 Hayır

* 23. Evet ise, ne kadar sredir zgemiŐ n elemesi yapıyorsunuz? Ltfen yıl olarak belirtin.

* 24. Hayır ise, ka sene zgemiŐlerin n elemesini yaptınız?

* 25. İK biriminiz ka kiŐiden oluyor?

* 26. İK biriminizde siz dahil ka kiŐi iŐe alım ve yerleŐtirmeden sorumlu?

* 27. Ne sıklıkta zgemiŐ taraması yapıyorsunuz?

- Her gn
 Haftada bir kez
 İki haftada bir kez
 Ayda bir kez

* 28. Ne sıklıkta iŐe alım yapıyorsunuz?

- Ortalama her ay
 Ortalama her iki ayda bir
 Ortalama her eyrekte bir
 Altı ayda bir

İlkin Arıbař - Yksek Lisans Tez alıřması

Katılım Sonrası Bilgi Formu

Katıldığınız alıřmanın amacı İnsan Kaynakları (İK) Uzmanlarının kendilerini yaptıkları iřlerle ne kadar zdeřleřtirdikleri ile yeni mezunlara dair zgemiř eleme srecinde nelere dikkat ettikleri arasında bir baėlantının olup olmadığını incelemektir. Aynı zamanda İK Uzmanlarının toplam deneyimi, zgemiř eleme deneyimi, zgemiř eleme yoėunluėu gibi bilgilerin bu iliřkideki modaratr etkisine bakılacaktır.

Literatr iř zdeřliėi dřk olan İK Uzmanlarının yaptıkları iřin kalitesini etkileyebileceėini belirtmektedir. Bu durumda iř zdeřliėi yksek olan İK Uzmanlarının zgemiř eleme srecinde daha seici olması ve zgemiřin ieriėinde kendisi iin nemli olarak belirlediėi daha ok madde olması beklenirken rneėin zgemiř eleme deneyimi daha az olan kiři ile daha ok olan kiřinin nemli olarak belirttiėi maddelerin de birbirinden ayrışması beklenmektedir.

İnsan Kaynakları Uzmanlarının arařtırmanın hipotezlerini fark etmesi verecekleri yanıtları etkileyebileceėinden, arařtırmanın bařında bu bilgi saklanmıřtır.

Bu alıřmadan alınacak ilk verilerin Ocak 2020 sonunda elde edilmesi amalanmaktadır. Elde edilen bilgiler sadece bilimsel arařtırma ve yazılarda kullanılacaktır. alıřmanın saėlıklı ilerleyebilmesi ve bulguların gvenilir olması iin alıřmaya katılacaėını bildiėiniz diėer kiřilerle alıřma ile ilgili detaylı bilgi paylařımında bulunmamanızı dileriz. Bu arařtırmaya katıldığınız iin tekrar ok teřekkr ederiz.

Arařtırmanın sonularını ėrenmek ya da daha fazla bilgi almak iin arařtırmacılara bařvurabilirsiniz.

İletişim Bilgileri:

Do. Dr. İdil İřik

Psikoloji Blm

İstanbul Bilgi niversitesi

Tel: +90 212 311 7776

E-posta: idil.isik@bilgi.edu.tr

İlkin Arıbař

rgtsel Psikoloji Yksek Lisans Programı

İstanbul Bilgi niversitesi

Tel: +90 539 620 66 49

E-posta: ilkin.aribas@bilgi.edu.net

Appendix M: RCS Items and Abbreviations

Category	RCS Item	Item Abbreviations
RCS_Objectives_1	Explanation of career objectives as objective statements	Obj. Statement
RCS_Objectives_2	1-2 sentence long objective statement	1-2 Sentence
RCS_Objectives_3	2 paragraph long objective statement	2 Paragraph
RCS_Objectives_4	3 or more paragraph long objective statement	3+ Paragraph
RCS_Personal_1	Existence of a photograph	Photo
RCS_Personal_2	Formal (passport photo, etc.) photograph	Formal Photo
RCS_Personal_3	Informal (taken in a social environment, etc.) photograph	Social Photo
RCS_Personal_4	Basic communication information (phone, e-mail, etc.)	Communication Info
RCS_Personal_5	Birthplace	Birth Place
RCS_Personal_6	Birthdate	Birthday
RCS_Personal_7	Gender	Gender
RCS_Personal_8	Marital Status	Marital Status
RCS_Personal_9	Driving License	Driving License
RCS_Personal_10	Military service status for male candidates	Military Service
RCS_Personal_11	Smoking Information	Smoking

RCS_Personal_12	Wage expectation	Wage Expectation
RCS_Personal_13	Willingness to change the city for work (Mobility)	Mobility
RCS_Personal_14	Willingness to travel for work	Travel for Work
RCS_Experience_1	Full-time work experience with details of the company, position, start/end dates, and short description of the job description	Full-Time Work
RCS_Experience_2	Part-time work/Internship experience with details of the company, position, start/end dates, and short description of the job description	Part-Time Work
RCS_Achievement_1	Individual achievements	Individual Achievements
RCS_Achievement_2	Academic achievements	Academic Achievements
RCS_Achievement_3	Work related achievements	Work Achievements
RCS_Education_1	High School Information	High School
RCS_Education_2	High School start/end dates	High School Years
RCS_Education_3	High School GPA	High School GPA
RCS_Education_4	Bachelor's degree information	Bachelor Degree
RCS_Education_5	Bachelor's degree start/end dates	Bachelor Degree Years
RCS_Education_6	Bachelor's degree GPA	Bachelor Degree GPA
RCS_Education_7	Master's degree information	Masters Degree
RCS_Education_8	Master's degree start/end dates	Masters Degree Years

RCS_Education_9	Master's degree GPA	Masters Degree GPA
RCS_Education_10	Master thesis subject	Masters Thesis Subject
RCS_Education_11	Courses taken related to the position during university education	Courses Related to Position
RCS_Education_12	Certificates taken related to position besides university education	Certificates Related to Position
RCS_Skills_1	Program knowledge regarding computer skills (SAP, Microsoft Office Tools, vb.)	Computer Skills
RCS_Skills_2	Competency level of program knowledge regarding computer skill (good, medium, bad, etc.)	Computer Skill Levels
RCS_Skills_3	Foreign language knowledge	Foreign Language Skills
RCS_Skills_4	Foreign language skills details in terms of speaking writing and listening	Foreign Language Skill Levels
RCS_Skills_5	Exam scores (ALES, YDS, TOEFL, IELTS vb.)	Exam Scores
RCS_Memberships_Hobbies_1	Associations	Associations
RCS_Memberships_Hobbies_2	Non-Governmental organizations	NGOs
RCS_Memberships_Hobbies_3	Social responsibility projects	Social Responsibility Projects
RCS_Memberships_Hobbies_4	University student club associations	University Associations
RCS_Memberships_Hobbies_5	Hobbies	Hobbies
RCS_Referance_1	Directly sharing reference information with name-surname, communication information, company, and position details	Direct Reference Info

RCS_Referance_2	Stating “Reference will be available upon request” instead of directly sharing reference information	Reference Available Upon Request
RCS_Structure_1	1-page length resume	1 Page Resume
RCS_Structure_2	2-page length resume	2 Page Resume
RCS_Structure_3	3 or more-page length resume	3+ Page Resume
RCS_Structure_4	Page format in terms of font size, and style or line, and paragraph spacing	Page Structure
RCS_Structure_5	Resume language	Resume Language
RCS_Structure_6	A resume prepared in the English language	Resume in English
RCS_Structure_7	A resume prepared in the Turkish language	Resume in Turkish
RCS_Structure_8	Chronological order of information within the content (Example; education background information order as most recent to oldest)	Content Chronological Order
RCS_Structure_9	Content/headline order of resume like personal information, work experience, educational background, and achievements, etc.	Order of Content

Appendix N: Final Coordinates of the RCS that MDS Analysis Resulted in for Two Dimensions

	Final Coordinates	
	Dimension	
	1	2
ObjStatement	,424	-,395
ObjSentence	,977	-,492
ObjParagraph	,679	,469
Obj.3MoreParagraph	,802	,656
Photo	-,045	-,644
FormalPhoto	,051	-,626
SocialPhoto	,976	,296
CommunicationInfo	-,682	-,105
Birthplace	,268	-,730
Birthday	-,647	-,449
Gender	,328	-,819
MaritalStatus	,172	-,785
DrivingLicense	-,288	-,303
MilitaryService	-,371	-,514
Smoking	,423	-,703
WageExpectation	-,162	-,354
Mobility	-,284	-,120
TravelforWork	-,326	-,292
FullTimeWork	-,800	,034
PartTimeWork	-,658	,284
Ind.Achiev	,016	-,262
Acad.Achiev	,061	-,373
WorkAchiev	-,486	-,356
HighSchool	-,090	,794

HighSchoolYears	-,022	,595
HighSchoolGPA	,713	,107
BachelorDegree	-,488	,215
BachelorDegreeYears	-,341	,632
BachelorDegreeGPA	,294	-,035
MasterSDegree	-,731	,268
MasterSDegreeYears	-,122	,686
MasterSDegreeGPA	,413	-,175
MastersThesisSubject	,153	-,301
CoursesRel.Position	,834	-,127
Certif.RelatedtoPosition	-,378	-,028
ComputerSkills	-,650	,011
ComputerSkill_Levels	-,640	-,035
ForeignLanguage	-,602	,374
ForeignLang.Levels	-,536	,102
ExamScores	-,097	,333
Associations	,295	,360
NGOs	,303	,310
SocialResp.Projects	,089	,178
UniversityClubs	,196	,288
Hobbies	,623	,036
Reference	-,127	-,744
Ref.Aval.Request	,719	-,375
Resume1page	,557	,905
Resume3page	,545	,578
Resume3pluspage	,763	,324
PageStructure	-,315	,318
ResumeLanguage	-,336	,466
ResumeinEnglish	-,262	,662
ResumeinTurkish	-,381	-,790
ContentChronological	-,449	,412

Appendix O: Summary of Results

	Must Have in Initial Search	Distinctive & Verifying	Richness of Content	Undesired Content	Impression Strengthening	Personal Information
HRM Professionals who found their job as meaningful	Full-time work experiences* Bachelor's and master's degree* Communication information* Computer skills and its levels* Foreign language skills and levels* Work achievements* Order of content* Chronological order within content*	Page structure*	Associations** Resume one-page**	High school GPA** Social photo**	Objective statement* Hobbies** "Reference available upon request" statement**	Military service* Driving license* Directly shared reference info* Individual achievements* Marital status**
HRM Professionals who found their job as boring	Full time and part-time work experience** Work achievements** Master's degree** Foreign language skill's levels**			Two or more paged resume*	"Reference available upon request" statement*	Directly shared reference information**

		Must Have in Initial Search	Distinctive & Verifying	Richness of Content	Undesired Content	Impression Strengthening	Personal Information
Age		Full-time work experience** Communication information** Chronological order within content** Order of content**					Wage expectations**
Gender		Full time and part-time work experience ^a Communication information ^a					
	Female	Foreign language skill ^a Bachelor's degree ^a Content order ^a Chronological order within content ^a Travel for work ^a	Exam scores ^a Bachelor's degree years ^a High school information ^a				
	Male	-	-	-	-	-	-
Education Level	Bachelor's Degree	-	-	-	-	-	-
	Master's Degree	-	-	-	-	-	-

	Must Have in Initial Search	Distinctive & Verifying	Richness of Content	Undesired Content	Impression Strengthening	Personal Information
Total Experience	Full-time work experience** Communication information**					Wage expectations**
Experience in the current company	Communication information**					
Company						Directly shared reference information ^a Smoking information ^a Academic achievements ^a Master thesis subject ^a
	National Company	Travel for work ^a				
	International Company		High school, bachelor's and master's degree years ^a Resume in English ^a	One- and two-page resume ^a		

	Must Have in Initial Search	Distinctive & Verifying	Richness of Content	Undesired Content	Impression Strengthening	Personal Information
Sector	- -	- -	- -	- -	- -	- -
Current Resume Screening Experience	High school information*	Social responsibility projects* Associations *			Birthplace**	
Previous Resume Screening Experience	Full-time work experience** Work achievements** Chronological order within the content**					
HR Team Size	Computer skills and its levels**					
Recruitment Team Size		Resume prepared in English*				

		Must Have in Initial Search	Distinctive & Verifying	Richness of Content	Undesired Content	Impression Strengthening	Personal Information
Screening Frequency	Frequently	Communication information ^a	Bachelor's degree years ^a				
	Less Frequently			Two-page resume ^a			Smoking information ^a
	Every Month		Resume language ^a				
Recruitment Frequency	Less Frequent than Every Month		Bachelor's degree years ^a				Smoking information ^a

*Positively Correlated

**Negatively Correlated

^aSignificantly Important

Result of Evaluation by Ethics Committee

ETİK KURUL DEĞERLENDİRME SONUCU/RESULT OF EVALUATION BY THE ETHICS COMMITTEE

(Bu bölüm İstanbul Bilgi Üniversitesi İnsan Araştırmaları Etik Kurul tarafından doldurulacaktır /This section to be completed by the Committee on Ethics in research on Humans)

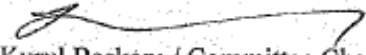
Başvuru Sahibi / Applicant: İlkin Arıbaş

Proje Başlığı / Project Title: How HR Professionals' Characteristics and Work Alienation are Related to the Evaluation of the Resume Characteristics during the Pre-Screening Process for Newly Graduates

Proje No. / Project Number: 2019-20024-141

1.	Herhangi bir değişikliğe gerek yoktur / There is no need for revision	XX
2.	Ret/ Application Rejected Reddin gerekçesi / Reason for Rejection	

Değerlendirme Tarihi / Date of Evaluation: 9 Ekim 2019


Kurul Başkanı / Committee Chair

Doç. Dr. İtir Erhart



Üye / Committee Member

Prof. Dr. Turgut Tarhanlı


Üye / Committee Member

Prof. Dr. Koray Akay


Üye / Committee Member

Prof. Dr. Aslı Tunç


Üye / Committee Member

Prof. Dr. Hale Bolak Boratav