

Would you apply for the job?

An empirical analysis on selection process length, applicant reaction and individual differences.

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Abstract

Hiring highly educated young employees is a key organizational objective, therefore research on recruitment factors influencing applicant attraction are highly relevant. However, little is known about how potential applicants react to the length of selection process which is part of the recruitment process. This paper studies the relationship between the length of a selection process presented a job vacancy and applicant reactions (likelihood to apply and salary expectations) and potential underlying individual differences causing the effect (self-confidence and grade). This is tested through an online survey in which participants interested in a consulting position are randomly assigned to a job vacancy with either a long or a short selection process. The key findings show that participants are significantly less likely to apply in the long selection process. This difference appears to be partly explained by females (with lower grades), while for men no differences are found. Organizations seeking to hire highly educated employees from a representative applicant pool should be aware that woman may be scared off by a lengthy selection process, while men are not. Future research is necessary to validate the findings and should continue to study individual differences in applicant reactions to selection processes.

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1. Introduction

There is a ‘war for talent’ on young highly educated employees’, which causes organizations to look for key factors that can improve their recruitment success (Michaels, Handfield-Jones, & Axelrod, 2001). Numerous recruitment success factors, such as recruiter behavior and perceived fit, that influence applicant attraction outcomes for organizations have been widely studied (Chapman et al., (2005). However, little is known about how applicants respond to a selection process that is a part of the recruitment procedure. Selection processes can lead to different pre-process expectations and outcomes, such as test-taking motivation or the intention to apply (Bell, Ryan, & Wiechmann, 2004). Therefore, organizations may unknowingly deter potential desired hires.

Organizations use more selection techniques than ever before; over the last decade, this has led to more research focusing on how job seekers view the selection process (Ployhart & Ryan, 2000). A selection process is regularly included in job vacancies and browsing online job postings reveals that selection procedures vary in terms of length (number of steps) and the sequence in which assessments and interviews are held.

A job vacancy is the first point where organization and job seeker get in contact and may be the first experience with the hiring organization. Early on in the job search process, often little information is known about an organization or the position you might have. Experience with an organization begins before taking part in the selection procedure and actually applying for a job. If direct information is absent, assumptions about an organization or job are made based on information cues such as recruitment activities used as signals (Turban, 2001). Application attraction is often linked to signaling theory. Rynes et al. (1991) suggest that in the beginning of the search process signaling effects are stronger, since information about a job or organization is scarce (Bangerter, Roulin, & Konig, 2012).

Gaining insights into initial perceptions, expectations and intentions of job applicants to selection processes is highly relevant for organizations attracting talent, especially, those looking to hire more female employees. Women shying away from challenging tasks (selection processes) may lead to underrepresentation given their actual ability, which could result in gender differences in economic outcomes.

Literature has shown a large interest in the effects of selection procedures on applicant pre-process perception (organizational attractiveness), intentions (intention to apply), justice and fairness. However, to my knowledge there is still a literature gap. This thesis differs due to the fact that the length of selection procedure has not yet been researched in relation to applicant reactions namely; intention to apply, expectations of a job (salary) and underlying predictors such as gender differences in traits (self-confidence) and grade. Therefore, the main research question is:

Does the length of a selection process influence job applicant's likelihood to apply and salary expectations, and how this effect depends on individual characteristics?

This thesis aims to answer this question by conducting an online survey, which young professionals and recent graduates are asked to take part in voluntarily. The participants are randomized between a real consulting job vacancy with either a long or short selection process and are asked how likely they are to apply and what their salary expectations are. Demographics are asked to study the potential individual differences.

Findings suggest the significant difference in likelihood to apply between the long and short selection process to be partly explain by females. Female participants are more likely to apply in a short selection process compared to a long selection process, whereas for men no differences are found. Further, adding grade, females (with low grades) are less likely to apply for a job if the selection process is long, whereas for men again no differences exists. Therefore, females seem to be scared off by a long selection process, especially with a low grade. The difference in likelihood to apply seems to be partly explained by a gender effect. Further, salary expectations do not seem to differ between a long and short selection process. Future research with a larger sample size is necessary to build on the economic relevant findings.

This thesis is highly relevant for society and a contribution to existing literature. First, understanding the effect of selection procedure length on applicants' reactions can help organizations design recruitment processes that improve applicant attraction. Hiring processes are expensive and time-consuming for both employers and candidates, therefore relevant to study. Second, gaining insight in gender differences in job application may be relevant in understanding underrepresentation of women in high-earning professions (Kleven, Landais, & Sogaard 2019).

This paper is organized in eight sections. Section two gives an overview of various selection processes in leading consulting companies in the Netherlands; Section three provides a literature review on job applicant perceptions. Section 4 describes the theoretical framework for job application likelihood. Section five provides the hypotheses. Section six presents the research design and methodology. Section seven discusses the results. Section eight concludes with the discussion, limitations and future research ideas.

2. Selection processes and consulting companies

This section discusses reasons and considerations for organizations in choosing a selection process and presents an overview of the variation in selection processes of leading consulting firms in the Netherlands.

Firms tend to use interviews and assessments to check credentials, learn about an applicant's personality, determine capabilities and allow for multiple opinions about a job candidate. Through the use of selection processes firms hope to effectively find employees with high performance and low turnover, while achieving effectiveness through low costs and low time. Additionally, there should be assurance that the selection process does not adversely affect applicant attraction. Here length, difficulty or time of a selection process are relevant factors (Ryan & Huth, 2008). Some firms may ask candidates to attend too many interviews and assessment thereby scaring away qualified candidates. This raises the question of how many efficient selection processes (interviews or tests) it should take for a firm to accurately evaluate an applicant.

A company can get a competitive edge in the labor market by streamlining the hiring process, which is extremely important given the present state. Google examined past interview data and concluded that 4 interview rounds were sufficient to make hiring decisions with 86% confidence (Johanson, 2021)

Table I provides an overview of the variation in selection processes between leading consulting firms in the Netherlands, retrieved from consultancy.nl (Consultancy, n.d.). Firstly, the selection steps are retrieved from consulting vacancies for graduated or young professionals either from the site of the organization or from LinkedIn. This is relevant since senior and junior roles may have different selection procedures. Interestingly, most firms use 4, 5 or 6 selection steps, where the first step being the submission of your CV and motivation letter and the last step being the offer, ending positively. The selection processes for Boer & Croon and BCG are the most extensive, involving six to seven steps and multiple interviews and assessments. It is important to note that this study solely focuses on the length (steps) of a selection process and therefore will not discuss the variation of selection steps within a process such as coffee date, assessment and interviews.

For this study a job vacancy from Boer & Croon will be used. This job vacancy is exemplary for the "war on talent" problem as the recruiter from Boer & Croon stated that they are struggling with finding the best selection method and steps. The company wants to attract jobseekers which fit their organization. However, at the same time do not want to scare candidates off. For instance, Boer & Croon wants to attract female consultants, as do many consulting firms, and is looking for the best recruiting strategy. Preference for selection processes can differ strongly for job applicants. Recruitment design may benefit from understanding how a targeted group (such as high potentials or desirable demographic groups) responds to a selection process (Ryan & Huth, 2008).

Table I. Selection process steps for consulting firms in the Netherlands

Firms/ steps	1	2	3	4	5	6	7
Ordina	First contact (CV)	Telephone intake	First interview	Assessment	Second interview	Contract	
Deloitte	CV & motivation	Assessment	Interview	Offer			
KPMG	Talent pitch	First interview	Second interview	Screening	Offer		
Boer & Croon	CV & motivation	Coffee date	First interview	E-assessment	Second interview	Assessment day	
Roland Berger	Letter, CV, gradelist	Interview	Casestudy	Final day			
PWC	CV & motivation	Assessment	Broad interview	Dept interview	Offer		
Berenschot	Letter, Gradelist CV	Online assessment	First interview	Second interview	Online assessment	Offer	
BCG	Letter & gradelist	HR screening	Interview	Test	Interview	Interview	Offer

3. Literature review

3.1. Early research on selection processes and applicant perceptions

Research by Ployhart and Ryan (2000) has critically examined literature on applicant perceptions of selection processes from 1985 to 1999 and acknowledge that reactions of applications are highly relevant in the selection process. The study concludes that there are two dominant streams of literature that focus on application perceptions. The first and most influential study in applicant reactions is conducted by Gilliland (1993). This research, also known as the organizational justice framework, examines fairness and the characteristics of selection processes as potential implications on applicant attraction. According to this paradigm, selection procedures and policies have an impact on how people perceive organizational justice (creating fairness). The perceptions of fairness may influence selection process attitudes, intentions (likelihood to apply) and behaviors of job seekers, hence, various pre-hire and post-hire outcomes.

The second stream entails research on how test-takers attitudes affect candidates' performance in the selection process, a test-taking motivation model is developed by Arvey et al. (1990). During the selection process job applicant's motivation is explored. According to Ployart and Ryan (2000), individual variables like personality, gender differences, prior test taking, and race should be further investigated as sources of variance to test reactions. Test-taking attitudes may also affect how well a test is performed.

Naturally, organizations seek potential employees who are highly motivated and skilled however, Chan et al. (1997) show that performance on a test may be influenced by the motivation of a test taker. Job motivation is not always related to motivation for a test. Factors such as the type of test or previous experience may be of influence. Other demotivators may be the length of the process or being anxious for making a test.

Thus, extensive research has been done on the psychological elements of how applicants perceive selection processes and revealed that fairness and test-taker motivations are relevant factors to take into account.

3.2 Selection process as information cues

Anderson (2001), suggests that selection methods may act as information sources about job attributes or information about an organization (qualification, tasks, culture, values). Reeve and Schultz (2004) use this theory in their research to study reactions to selection methods based on justice. Their study examines how individuals use selection process information in job ads in relation to the likelihood to apply for the job and evaluations of organizational attractiveness. In the experiment, participants are presented with similar job advertisements and randomized between six variations of selection

procedures. The six different selection procedures used are: written tests for cognitive ability, job-knowledge, personality, personal interview, practical work sample and GPA. Results show that individuals do use the selection method tools as cues when making job-pursuit evaluations. Additionally, results are aligned with earlier research on organizational justice, meaning that perceptions of assessment accuracy related to the job (Gilliland, 1993).

3.3. Predictors of applicant reactions

Previous studies have shown that the perception of fairness is of influence in applicant perceptions. However, there may be various individual differences in applicant reactions such as gender, personality characteristics or grade (objective ability) (Ployart & Ryan, 2000). The personality of applicants has been researched as a potential predictor of how they would respond to and perceive selection processes, however to a much smaller extent across literature. As personality explains variation in work attitudes and job performance; it may also be linked to applicant pre-process perceptions. Understanding which personalities are drawn to or scared off by various selection processes is crucial for organizations in the recruitment process.

Truxillo et al. (2006) study the relationship between Big five personality, assessed prior to a written test, and post-test opinions about the organization, fairness and one's own perceptions. Results show that neurotic individuals experience events more negatively compared to other individuals, hence this may be heightened in a selection process. Also, extraversion was positively related to a feeling of getting a job. They suggest future research should focus on individual differences in reactions to certain selection methods to a much larger extent.

3.4 Self-confidence and gender differences

As suggested by previously discussed literature, future research should focus on individual differences in reactions to selection methods. Therefore, this study will focus on gender differences in self-confidence. The definition of self-confidence has been widely defined throughout literature. Generally, self-confidence is the belief in one's own ability to perform or undertake a task to achieve an outcome: it is a judgment of one's capability (Bandura, 1977). Belief in one's own ability is relevant for many stages in your life, in career choices, education, job applications and in interviews people are asked about their ability's or need to show them. How individuals respond to this can have a large impact on their own opportunities and labor market outcomes. Underconfident individuals might shy away from certain experiences and lose opportunities to obtain feedback, consequently under confidence has a negative impact as participating in opportunities give you experience despite the outcome. This is opposite for overconfident individuals. Therefore, self-confidence may be connected to selection into education, careers and occupations (Reuben et al, 2017). The question we need to ask is when does self-confidence become an obstacle?

Much research has been conducted on the difference in self-confidence between men and woman (Bertrand, 2011). The body of literature suggests that men are overconfident and woman underconfident, Li and Zafar (2020) find that woman tend to have lower average believes about tests scores relative to males. This is consistent with findings of Niederle and Vesterlund (2007) and Barber and Odean (2001), who suggest men have more confidence in their relative ability, therefore compared to woman men are more overconfident about their performance, causing a gap. Additionally, they have found that women tend to be more risk averse, even when women are correct about their answers, they tend to be less confident. Men being more (over) confident than woman can reflect in beliefs about labor market prospects, meaning that men systematically target higher paying and harder to get jobs. Additionally, Dickerson and Taylor (2000) specify that woman do not apply for a job or even a promotion if they believe they lack any form of qualifications whereas men will proceed forward when lacking a few skills required.

Moreover, literature indicates gender differences in self-confidence exist.

3.5 Selection process and job attribute expectations

Delfgrauw and Dur (2003) have developed a theoretical model that explains how firms can attract highly motivated workers. They assume that if the motivation of an applicant is observable, an organization has all the power. In other words, the applicant is left with sunk application costs as a firm extracts' rents of motivation. Selection process's screening tools, such as assessments, personality tests, and interviews, can be used to observe motivation. However, these may only contribute if a firm commits to a certain wage, otherwise applicants may abstain from applying to the job. Additionally, when motivation is easy to measure, wages will be higher as there is less need to discourage applicants with a low motivation.

The job vacancy used in this study will not commit to offering a minimum wage. However, it does vary in its power to observe applicant motivation. In the survey, participants will be asked what they expect the gross wage will be. Job seekers applying for a job may have certain expectation about the position they are applying for, since in the initial stages of the job search process, information regarding a job is scare and signaling effects may be in place.

Managing expectations between an applicant and an organization is highly relevant since it can prevent conflict in later stages of the hiring process. If pay expectations do not line up in the end, the time and effort put in by both parties during the job application process would have been a waste.

4. Theoretical framework

Previous section has provided relevant insights on studied factors affecting applicant reactions and underlying reasoning based on theory. This section will explain under what circumstances an individual will apply for a job, by combining theory and proposing a simple economic theoretical model for job application.

4.1. The model

Classic economic models state that individuals maximize their utility and are assumed to be ‘rational’, which means they make logical decisions that benefit them the most. Individuals maximize their well-being or pleasure from consumption, subject to the constraints they face, which can be referred to as expected utility theory (Sugden, 1991). For creating the likelihood to apply framework, it is asked; under what circumstances or factors will an individual apply? The following paragraph discusses many elements of the simple economic utility model:

The first component in the proposed theoretical model is the utility value. For this study, an individual will be likely to apply if the utility of applying for a job is higher than the outside option. All job applicants have an outside option, namely not applying for the job $U_i=0$. The utility value of a job candidate is based the costs associated with applying and the likelihood of being hired.

The second component entails the cost of applying for a job, namely; what an individual must forgo in order to participate in the activity. For a job applicant, applying for a job involves costs including time, energy and preparation. Additionally, applying for a job may result in the loss of time and energy for applying for another job or other activities. In this study, a job vacancy selection process which is *long* (6 steps), will require more of the applicant’s time, energy and effort compared to a short selection process (3 steps). As a result, application costs for condition *long* are higher compared to the costs for condition *short*. Here, a person is drawn to an activity by the sense of high utility value, yet they may be scared off by the perception of high costs. The cost of applying C can either be high (C_l) or low (C_s).

The third factor is the chance of getting the job. Individuals value activities more highly if they think they can succeed with an appropriate level of effort. Every applicant feels they have a certain likelihood of receiving a job (success), and many things affect this, including grades, self-confidence, and anxiety. Grade is an objective job seeker qualification and can boost your belief in your ability, while self-confidence is a subjective characteristic of oneself (Moynihan, Roehling, LePine, & Boswell 2003).

Lastly, every applicant reading a job vacancy has some amount of interest in the job. Assuming that all participants have a fundamental interest in the job vacancy, this factor is assumed to be constant for the purposes of this study. The targeted sample are young professionals with 0-2 years of

working experience, that have an interest in the field of consultancy. Moreover, all participants qualify as they are almost graduated or are young professionals with a master's degree. It should be noted that while fairness and justice (assessment accuracy related to the job) are found to be important considerations based on the literature, they are assumed not to be relevant since selection processes for consulting jobs often include interviews and assessments.

Thus, to answer under what circumstances an individual will apply the following model is proposed:

The model

Expected utility (U) = chance of getting the job * interest in the job – costs of applying for a job

$$U_i(P_i, C_i) = P_i \times I_i - C_i(C_{li}, C_{si}).$$

P_i = chance of getting the job (*confidence, grade, anxiety*)

I_i = interest in the job which is assumed to be constant $I_i = I \quad \forall I = 1 \dots N$

C_i = cost of applying for a job $C \in \{C_{long}, C_{short}\}$

The values P_i, C_i determine the likelihood to apply. All job seekers have an outside option with a utility of $U_i = 0$. An individual will be more likely to apply if the expected utility of applying for a job (probability of receiving the job is greater than the cost of applying) is more than or equal to the expected utility of not applying (0), ($U_{apply} > U_{outside\ option}$).

4.2. Example

In this study, individuals are either presented with a job vacancy that has a long or short selection process equal to high and low application costs: $C \in \{C_{short}, C_{long}\}$. Consider an individual i who is presented with a job vacancy with a long selection process. For i to be likely to apply they will need to 'overcome' the high costs of application (C_l), hence have a high chance of getting the job (P_i). Here, self-confidence is assumed to be of influence, overconfident individuals are expected not to be scared off by a (long) selection procedure. Hence, an individual is more likely to apply if $P_i > C_l$.

Opposite, an underconfident individual being presented with a long selection process may feel they do not have the ability and it will take too much effort to get through all the rounds, they are not able to overcome the high costs of application ($P_i < C_l$). Whereas, when presented with a short selection process (C_s), 'less' confidence is needed to overcome the costs. Concluding, the more confident you are about getting the job, the more likely you are to overcome high application costs.

5. Hypotheses

The following section presents the hypotheses. This thesis studies the idea that selection process length has an effect on the participants likelihood to apply and salary expectation and that this effect differs for gender and qualification (grade).

H1: There is a difference in the likelihood to apply between a long and short selection process. Individuals are more likely to apply for the short selection procedure compared to the long selection procedure.

First, Reeve and Schultz (2004) find that individuals use selection method tools as cues when making job-pursuit evaluations. Secondly, combining theory with the proposed theoretical model, applying for a job with a long selection procedure will come with higher application costs compared to a short selection process, think of time, energy, effort. Hence, expected utility decreases taking the other variables as constant.

H2: The difference in likelihood to apply between the long vs short selection process is larger for females compared to men.

The second hypothesis examines if applicants' responses to selection process length varies depending on their gender, hence who is scared off? Men and woman are similar in many aspects; however, they differ in confidence. According to literature woman tend to have lower average believes about tests scores and less confidence in relative ability (Li & Zafar, 2020; Niederle & Vesterlund, 2007) Also, men might care less than woman about what is actually being expected from them.

Combing theory with our model; application costs in the long procedure are high, hence, to overcome these costs the chance of getting a job needs to be high. Men are overconfident and tend to overestimate themselves, therefore it is expected that they will not be scared off by the long selection process, whereas woman who underestimate themselves will be scared off due to the high application costs and will be less likely to apply. Similar to men, females will not be scared off in the short selection process due to low application costs.

H3: The difference in likelihood to apply between the long vs short condition is larger for individuals with a low grade compared to individuals with a high grade.

The third hypothesis examines whether an applicant's reaction to the length of the selection process is influenced by their average master's grade. Logically, firms use selection processes to efficiently find employees with high performance, consequently, young professionals with high academic levels (grade) are attractive. Therefore, gaining insights if low grade respondents are scared off by a long selection process is relevant.

The feeling of getting a job is expected to increase with a high grade since average master's grades are an objective job seeker qualification and grade impacts job offer success (Thoms et al. 1999; Rynes et al. 1997). Consequently, being able to overcome high application costs. Similar to high grade respondents, low grade respondents will not be scared off in the short selection process due to low application costs.

H4: Females with a high average grade will differ in likelihood to apply between the long and short selection process, whereas for men no difference exists.

With this hypothesis gender differences in applicant reaction in combination with their average master grade is tested. Females tend to be less confident about their answers when they are actually correct and do not apply for a job or even a promotion if they believe they lack any form of qualifications (Dickerson and Taylor, 2000). Therefore, it is expected in the long condition females will still be less likely to apply, even when their average master grade tells them different. A high grade (objective ability) is not a strong enough boost to overcome under confidence and therefore high application costs, whereas for men there is no expected effect.

H5: Individuals will have higher salary expectations in the long selection process compared to the short.

The final hypothesis differs from the previous ones. First, selection processes can be used as cues if direct information is absent, interpretations about an organization or job are made on information cues such as recruitment activities (Turban, 2001). Therefore, it is expected individuals have higher wage expectations in the long selection process compared to the short process since they have to put in more effort to obtain the job and further information is scarce. Additionally, in a selection process with many stages ability and motivation are highly observable and by not committing to a minimum wage one can argue the organization has all the bargaining power (Dur & Delfgrauw, 2007). The more costs you encounter the more you expect in return in terms of pay.

6. Current study and research methodology

To answer the research question, an online survey is designed based on the literature, theoretical model and hypotheses.

6.1 Experimental design

In this study, a between-subject design experiment is carried out, in which each participant is only exposed to one treatment. A fundamental characteristic of experimental research methods in economics is the ability to observe behavior in a controlled setting, and as long as the group assignment is random, the behaviour in one experimental condition can be compared to the behaviour in the other (Charness, Gneezy & Kuhn, 2012).

The experimental design is as follows; an online survey is designed in which participants are randomly assigned between one of two conditions. In both conditions' participants are requested to carefully read a job vacancy, in terms of the job description, the vacancies are similar for both conditions, however they vary in the length of the selection process. Participants in condition *long*, are presented a long selection process consisting of 6 steps. Participants in condition (*short*) are presented a short selection process consisting of 3 steps. An overview of the two conditions and the length of the selection process is shown in Table II.

The presented vacancy is a position as Young Executive for Boer & Croon. This is a consulting position applicable for young professionals (0-2 years of working experience) with a master's degree. The original vacancy has been slightly shortened to ensure the vacancy is not too long. Participants might not read the final section of the vacancy (the selection process), which is the most important one, if the job vacancy is too lengthy. However, only small alternations were made to ensure Boer & Croon and this study can still make best use of the findings. Furthermore, the company name is anonymized and referred to as company X. The survey can be found in section 9.1 in the Appendix.

Table II. Randomized conditions

'Long' selection proces	'Short' selection proces
1. CV & motivation	1. CV & motivatie
2. Coffee date	2. Interview
3. First interview	3. Assessment
4. E-assessment	
5. Second interview	
6. Assessment day	

6.2 Sampling and data collection

The sample for this study is specific; participants are asked only to fill in the survey if they have no more than two years of work experience, currently are or were master students and are interested in the field of consultancy. Individuals with many years of work experience were excluded as they are likely to have undergone many selection processes and may be more confident as a result of their past successes (Hmieleski & Corbett, 2008). Additionally, if a participant has no interest in consulting, they may not be likely to apply not due to the selection process, but simply due to a lack of interest. Therefore, to ensure the right participants are selected a clear message with requirements is added at the start of the survey. The survey is spread through (online) channels such as Facebook, WhatsApp and LinkedIn. Participants were triggered by mentioning they have the opportunity to get to know a consulting company and the results of the study may be relevant to their future job success.

6.3 Procedure

Participants properly selected could start the survey, the survey begins with a brief introduction and explanation. Participants are informed that this study is researching young professionals in the consultancy market. They are asked to read a job vacancy for a real consulting company in the Netherlands and to answer a couple of survey questions. The vacancy is for jobseekers with 0-2 years of working experience. They are informed the study is voluntary, data remains confidential and they may quit at any time.

Following the introduction participants are presented with the job vacancy and asked to carefully read it. They are randomly assigned to a *long* or *short* selection process. After reading the vacancy and selection procedure participants are questioned about their likelihood to apply for the position, their gross wage expectations, and a few demographic questions. The questions are similar in both conditions. Before being able to continue to the next page, all participants must complete the questions. Participation in the study took about 2-3 minutes. The survey is purposively limited in order to attract participants to complete it.

6.4 Measures

Below the independent and dependent variables will be discussed.

The dependent variable studied is: *Likelihood to apply*: ‘how likely would you be to apply for this particular job?’. Participants can answer this question with a 7-point Likert scale. ‘very unlikely’ to ‘very likely’ (1 = Very unlikely; 7 = Very likely). The established scale on job application likelihood is retrieved from (Feldman, Bearden, & Hardesty, 2006), it has a five items measuring and indicates whether a person will advance through the stages of a job application process. A 7-point scale was used in this study since it gives a more accurate reflection of a participant’s true evaluation.

As explained, participants are randomly assigned between a long and short *selection process*. The long and the short selection conditions are transformed into a dummy variable and used as independent variable. *Selection process* is equal to 1 for respondents assigned to the long selection process (and 0 if assigned to the short selection process).

Salary expectation: The second question states: ‘What do you think is the gross wage per month for this job in euro’s?’ This is an open question for which participants can fill in a number. After the questions about the job vacancy are answered, the second section starts. This section includes demographic questions that apply to both conditions.

Female: This binary variable equals 1 if the participant is female and 0 if male.

Grade. The question states ‘What is/was your current average master grade?’. Participants can choose from 5 different grades: 5,6,7,8 or 9. Two variables are created for average master grade. First, the categorical variable is named *GPA*. Second, a binary variable is created: *grade*. Two different categories are established: participants with average grades of 5, 6, or 7 have a ‘low’ average master grade, and participants with an 8 or 9 have a ‘high’ average master grade. *Grade* equals 1 in case of a high grade and 0 for low grades. The cutoff is decided upon since, a high average grade impacts a student’s job offer success (Rynes et al, 1997). Additionally, students with a GPA of 4.0 (an 8 or higher) are considered to have received an A or A+, which can be referred to as a high grade. *Grade* is used as independent variable in the analyses.

Lastly, participants were asked about their *Study* specialization. The question states: ‘what are you currently studying, or have you studied’. Participants can fill in 6 different answers and these are coded into 1=Economics, 2=Organization science, 3=Beta study, 4=Health science,5= Other and 6=Business administration. *Study* is used as control variable as it might influence the likelihood to apply for a job vacancy. Although the job vacancy is applicable to people with a variety of educational backgrounds due to the consulting firm's wide range of expertise, certain people may find it more attractive. Comparatively to health care participants, who may look for consulting businesses that specialize in the sector, participants in the broad fields of economics and business administration may find a more general job opening more appealing.

Lastly, interaction variables are created for *female and selection process (selectionfemale)* and *grade and selection process (selectiongrade)* As it is expected these variables affect each other.

The survey ends with the option for participants to receive the actual job vacancy and company name by leaving their email and they have the possibility to comment on the survey.

6.5 Empirical Strategy

To test the hypotheses in this study an econometric analysis was carried out. Does being assigned to different selection processes lead to a difference in likelihood to apply and salary expectations? More importantly, does this difference depend on gender and grade. Several specifications are estimated with the following simple linear probability model:

Model I (H1-H4)

$$\begin{aligned} \text{Likelihoodtoapply}_i = & \beta_0 + \beta_1 \text{Selectionprocess} + \beta_2 \text{Female}_i + \beta_3 \text{Grade}_i + \beta_4 \text{Selectionprocess} * \text{Female}_i \\ & + \beta_5 \text{Selectionprocess} * \text{Grade}_i + \beta_4 \text{Study} + u_i \end{aligned}$$

Model II (H5)

$$\text{Salary} = \beta_0 + \beta_1 \text{Selectionprocess} + u_i$$

Where u_i is an error term.

All hypotheses will be tested by running an ordinary least squared (OLS) regression analysis. All models use robust standard errors, which are standard errors that allow for heteroskedasticity.

7. Results

In this section the descriptive statistics and results are discussed.

7.1 Descriptive statistics

Table III and Table IV presents the descriptive statistics of the variables used in this study; the variable study is shown separately by category. A total 197 respondents have filled in the survey (N=197, of which. 95 respondents were randomized into the long selection process (42.2%), and 102 were randomized into the short selection process. 68,3% of the sample was female.

On a scale of 1-7 the mean value of likelihood to apply for the total sample is 4,56. Indicating on average participants were undecided/somewhat likely to apply. The mean average value of GPA is 3.39, indicating that the average grade of the sample is approximately 7,38.

In Table III study is presented separately as it is a categorical variable. 13,71% of the sample studies Economics, 7,61% Organizational science, 9.14% a Beta study, 16.24% studies Health sciences, 26,4% other and 26,4% studies Business Administration. Salary expectations are on average 2828,60 euros. However, salary expectations vary much. Furthermore, the cutoff for grade seem to have been accurately determined since the average grade of the sample is a 7.38. Table A.2 in the appendix also demonstrates that using GPA yields the same results.

Table III. Descriptive Statistics

Variables	(1) Obs	(2) Mean	(3) S D.	(4) Min	(5) Max
Likelihood to apply	197	4.746	1.537	1	7
Selection process	197	.482	.501	0	1
Female	194	.68	.468	0	1
Grade	197	.467	.5	0	1
GPA	197	7.38	0.86	5	9
Salary	197	2828.6	937.1	1000	8500
Selectgender	194	.34	.475	0	1
Selectgrade	194	.34	.475	0	1

Table IV. Descriptive statistics for study

Variable: Study	(1) Freq	(2) Percent
1. Economics	27	13.71
2. Org. science	15	7.61
3. Beta study	18	9.14
4. Health science	32	16.24
5. Other	52	26.40
6. Business admin.	53	26.90
Total	197	100

7.2 Balance check

First, it is necessary to check if randomization has been successfully in creating comparable conditions in order to draw valid conclusions. The randomization aims to ensure the groups are as similar as possible in terms of characteristics of survey participants. A t-test is conducted to test the similarity of characteristics. The findings in Table V show there is no significant difference between the characteristics of the long and short selection process sample groups. Although the majority of the sample is female (68%), men and woman are equally distributed between both conditions. This study uses the binary variable grade; however, GPA shows that each master grade is equally distributed between long and short condition.

To ensure the analysis can be done without any risk of multicollinearity, intercorrelation has been measured. It is checked that the independent variables and control variable are not to highly correlated to one another. Interaction terms are clearly correlated hence, these are not taken into account in this test. Table A.1 in the appendix shows the variables are not too strongly related to one another.

Table V. Balance check

	Long	Short	T test
Gender			
Female	66	66	
Male	35	27	
<i>Total</i>	93	101	P=0.404
Grade			
High grade	46	46	
Low grade	49	56	
<i>Total</i>	95	102	P=0.642
Study			
Economics	12	15	
Organizational study	7	8	
Beta study	8	10	
Health science	13	19	
Other	26	26	
Business administration	29	24	
<i>Total</i>	95	102	P=0.321
GPA			
5	6	2	
6	7	6	
7	36	48	
8	41	38	
9	5	8	
<i>Total</i>	95	102	P=0.445

7.3. Results H1, H2, H3

The results of the OLS regression for model I are shown in Figures (I-III) and Table V. Here, selection process, gender, grade and their interaction term are regressed on the likelihood to apply. Much knowledge can be obtained from the figures and table as it provides information on the different groups.

7.3.1 Selection process (H1)

First, according to hypothesis 1, it is expected that there will be a difference in likelihood to apply between the long and short selection process, with likelihood to apply being higher in the short condition. Figure I presents the mean likelihood to apply for survey respondents in the long and short selection process. Findings show that participants in the short selection process (4,92) have a higher mean likelihood to apply compared to the long selection process (4,56). To test whether the difference is significant, in Table VI, selection process is regressed against the likelihood of application to further analyze the results.

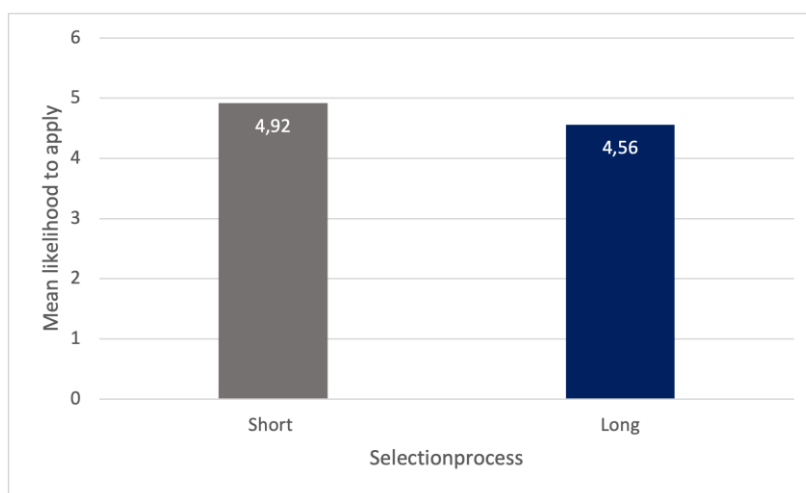


Figure I. Mean likelihood to apply for the long and short selection process

Findings in column (1) confirm participants are more likely to apply in the short selection process selection compared to the long selection process. The coefficient is found to be negative and significant at 10 percent level (p -value=0.097). Respondents randomly assigned to the long selection process are 0.365-point less likely to apply compared to respondents in the short selection process. This result supports the first hypothesis.

Table VI. Results OLS regression model I

Dependent variable: Likelihood to apply	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Selection Process	-0.364* (0.218)	-0.384* (0.219)	-0.165 (0.363)	-0.357 (0.218)	-0.441 (0.300)	-0.183 (0.366)	-0.273 (0.435)	-0.285 (0.437)
Female		-0.164 (0.230)	-0.0186 (0.339)			-0.0192 (0.339)	-0.0194 (0.340)	-0.020 (0.339)
Select*Female			-0.320 (0.454)			-0.286 (0.459)	-0.304 (0.456)	-0.263 (0.462)
Grade				-0.205 (0.218)	-0.293 (0.302)	-0.209 (0.222)	-0.312 (0.306)	-0.308 (0.304)
Select*Grade					0.180 (0.438)		0.217 (0.445)	0.204 (0.444)
Study								-0.043 (0.067)
Constant	4.922*** (0.151)	5.038*** (0.228)	4.943*** (0.298)	5.014*** (0.185)	5.054*** (0.211)	5.038*** (0.289)	5.085*** (0.322)	5.259** (0.440)
Observations	197	194	197	197	194	194	194	194
R-squared	0.014	0.019	0.018	0.018	0.021	0.026	0.027	0.029

Note: Robust standard errors in parentheses

*** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

7.3.2 Selection process and gender (H2)

Second, according to hypothesis 2 the difference in likelihood to apply between the long and the short selection process is larger for females compared to men. In Figure II, the mean likelihood to apply of each group is shown. Two observations are made from this plot. First, there is a small difference in mean likelihood to apply between males and females in the long selection process (0.34=4,78-4,44), whereas not in the short selection process (0.02=4.94-4.92). Second, females seem to strongly differ in their likelihood to apply between the long and short selection process (0.48=4,92-4,44). To test whether the differences are significant, in Table VI, selection process, female and their interaction term are regressed against the likelihood to apply.

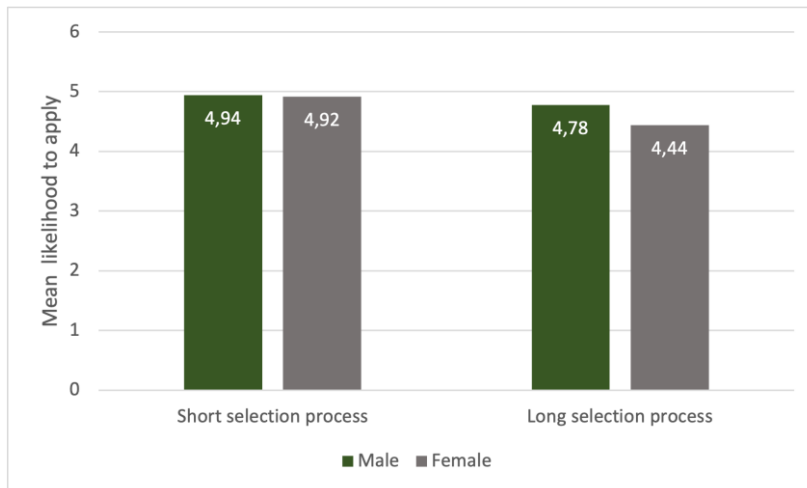


Figure II. Mean likelihood to apply for males and females in both the long and short selection process

First, in Table VI female is added in column (2) and the interaction term of the selection process variable with female variable is added column (3). Here, no significance of variables is found. Nonetheless, findings are economically relevant to interpret, therefore the results are interpreted in a suggestive manner.

First, in column (3), by adding the coefficients female and the interaction term it can be suggested that in the long selection process, females are less likely to apply for a job compared to their male counterparts (-0.340-point). Consistent with findings in Figure II, men in the long selection process have a mean likelihood of apply 4.78, while females have a mean likelihood to apply of 4,44

In column (3), the coefficient of the female variable indicates that there is essentially no gender difference in the short selection process (-0.019 point). For men the mean likelihood to apply is 4,94 and for females it is 4,92, which is according to expectations.

Second, the difference in likelihood to apply between females in the long and short selection process is found by adding the interaction term and selection process coefficients in column (3). Findings suggest that females assigned to the long selection process are 0.485-point less likely to apply compared to females in the short selection process, this is quite a large difference. In sharp contrast, for men, this difference is much smaller (-0.165-point).

Furthermore, by adding the interaction term in column (3), the coefficient of the selection process variable and female variable change compared to column (2). Namely, the selection process coefficient is reduced by half, but does not change in sign and the coefficient of the female variable shrinks to a tenth of its size in column (2), but also does not change sign. This suggests that the interaction term explains a lot of the variation these variables did in the previous regressions. It can be suggested that the difference in likelihood to apply between the long and short selection process can partly be explained by females in the long selection process. These results hint towards the confirmation of hypothesis 2.

7.3.3. Selection process and grade (H3)

Third, according to hypothesis 3 the difference in likelihood to apply between the long and short selection process is larger for individuals with a low grade compared to individuals with a high grade.

Figure III shows the mean likelihood to apply for each group, namely short versus long selection process with high versus low grade. Two observations are made. First, there is small difference in mean likelihood to apply between a high and low grade in both the long and the short selection process. Second, the difference in mean likelihood to apply seems slightly larger for low-grade participants ($0.39=5.05-4.66$) compared to high-grade ($0.26=4.76-4.50$) participants between the long and short selection process. To test whether the differences are significant, in Table VI, selection process and grade are regressed against the likelihood to apply in order to further analyze the results.

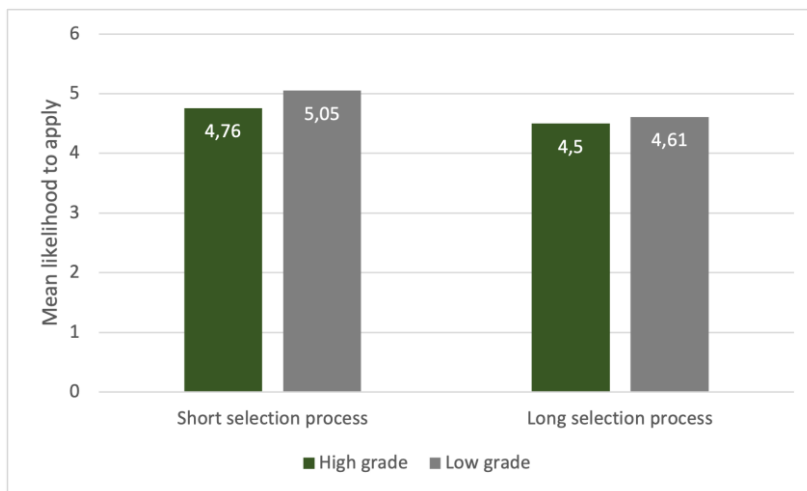


Figure III. Mean likelihood to apply for high and low grade participants in both the long and short selection process.

First, in columns (4-5) the model is run only for grade and the interaction term. Grade is added to selection process in column (4), and in column (5) their interaction term is added. These variables were added in absence of the female variable in order to potentially isolate the effects. In column (5), no significance is found, however findings could still be economically relevant, therefore suggestive interpretations are made. By adding the coefficients of grade and the interaction term it can be suggested that participants in the long selection process with a high grade are slightly less likely to apply compared to participants with a low grade (-0.110-point). In the short selection process, this effect is similar but slightly larger (-0.293-point).

Second, the coefficient selection term tells us the difference in likelihood to apply between low grade participants in the long and short selection process. Findings suggest that participants with a low grade assigned to the long selection process are 0.441-point less likely to apply than participants with a low grade in the short selection process. For high-grade participants, this difference is smaller

(-0.261-point). While findings seem to support hypothesis 3, no significant differences are found in likelihood to apply between the long and short selection process for different grades.

In columns (6-8) model I is run fully, including all discussed variables and their respective interaction terms with the selection process variable. Compared to the earlier models (3), (4) and (5), the coefficients of the variables do not change in an economic or significant manner. Again, compared to (1) and (2), the significance of the coefficients selection process and female disappears. Notably, the coefficients do not change when the control variable study is added, which can be seen going from column (7) to (8).

7.4 Selection process, gender and grade (H4)

Fourth, according to hypothesis 4 females with a high grade will still differ in likelihood to apply between the long and short selection process, hence will be more likely to be scared off in long process condition. Figure IV shows the mean likelihood to apply of all the subgroups and table VII shows the results of the OLS regression. Here, separately for the female and male sample groups, selection process, grade and their interaction term are regressed against the likelihood to apply. From Figure IV, a few observations are made. First, no large difference seems to be found between high-grade females in short versus long selection process ($0.27=4.70-4.43$). However, on a whole the high-grade females have the lowest likelihood to apply (4,43). Second, females with a low grade differ the most in likelihood to apply between the selection processes ($0.66=5.11-4.45$).

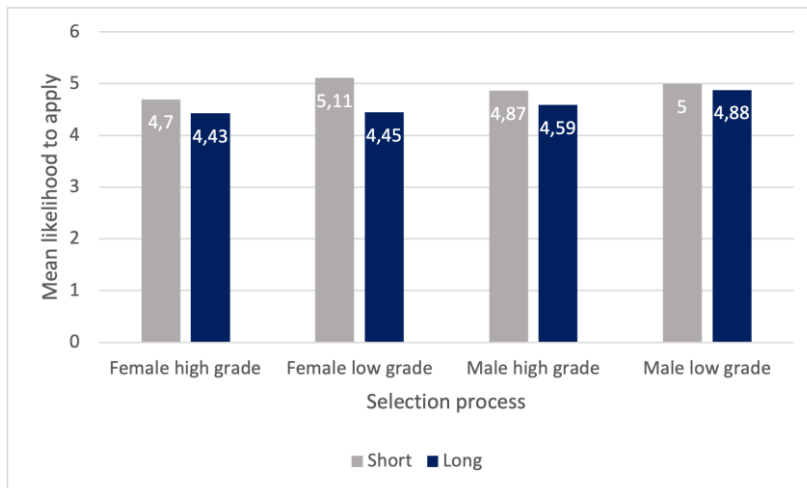


Figure IV. Mean likelihood to apply for males and females with both a high and low grade in the long selection process and short selection process.

To further analyze the results Table VII is presented. A lot can be learned from this Table, since it offers information on the various subgroups and their differences in likelihood to apply.

First, a separate regression is conducted for females alone $N=132$ (columns 1-4). First, column (1) shows that there is a significant difference between the likelihood to apply of females in the long and short selection process, at 10% level (p -value=0.077).

Second, in column (3), by adding the coefficients selection process and grade, it seems there is no significant difference found between high grade females in the long and short selection process (-0.270-point).

Next, in column (3), the coefficient selection process is found to be negative and significant at a p -value 0.10 (t -test=0.076); indicating that females with a low grade in the long selection process are 0.659-point less likely to apply compared to females in the short selection process. Further, after adding the interaction term, the coefficient for the selection process variable increases in size. Possibly, it could mean that females with a low grade in a short selection process partly explains the previously unexplained variance. As an effect, the selection process variable now explains more of the negative effects on likelihood to apply. Nonetheless, the variance of the selection process variable did increase, therefore it is not straightforward a better estimate.

In column (4), study is added. Although selection process loses its significance, the coefficients does not change (or at least, they change minimally) in terms of size or sign.

Third, in Table VI (columns (5-8)) the regression is conducted separately for males $N=62$. In line with expectations, no significant differences are found; therefore, men do not differ in likelihood to apply between the long and short selection process for a high and low grade.

In conclusion, no significant difference is found between females with a high grade in the short and long selection process. Therefore, findings do not support hypothesis 4. Furthermore, to provide an overview, in Table A.3 in the appendix, t -tests are carried out for all the compared (sub)groups between the long and short selection process.

Table VII. Results OLS regression – Separate for female and male

Dependent variable: Likelihood to apply	Female				Male			
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Selection process	-0.485*	-0.468*	-0.659*	-0.614	-0.165	-0.182	-0.118	-0.137
	(0.272)	(0.274)	(0.372)	(0.380)	(0.365)	(0.376)	(0.549)	(0.565)
Grade		-0.217	-0.411	-0.389		-0.191	-0.125	-0.141
		(0.274)	(0.359)	(0.355)		(0.379)	(0.574)	(0.590)
Select*Grade			0.388	0.346			-0.157	-0.135
			(0.549)	(0.546)			(0.727)	(0.752)
Study				-0.049				-0.025
				(0.085)				(0.113)
Constant	4.924***	5.023***	5.111***	5.297***	4.943***	5.030***	5.00***	5.108***
	(0.177)	(0.207)	(0.225)	(0.405)	(0.290)	(0.385)	(0.462)	(0.686)
Observations	132	132	132	132	62	62	62	62
R-squared	0.024	0.029	0.032	0.035	0.003	0.007	0.008	0.009

Note: Robust standard errors in parentheses

*** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

7.5. Hypothesis 5 –Salary and selection process

Table VI shows the OLS regression result for model II. Here, selection process is regressed against salary. Although salary expectations are slightly higher in the long selection process. Findings do not find a significant difference in salary expectations between the long and short selection process. Therefore, hypothesis 5 is not supported.

Table VI. OLS Regression result model II

Dependent variable:	(1)
Salary	
Selection Process	108.09 (135.6)
Constant	2,776*** (73.17)
Observations	197
R-squared	0.003

Note: Robust standard errors in parentheses

*** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

8. Discussion & Conclusion

This paper has studied whether the length of selection process influences applicant reactions (likelihood to apply and wage expectations) and whether this effect varies depending on the grade and gender of the applicant.

First, findings show participants were significantly more likely to apply in the short selection process compared to the long selection process, supporting findings by Reeve and Schultz (2004) that individuals use selection method tools as cues when making job-pursuit evaluations and thereby supporting hypothesis one.

Second, for gender, findings show, in support of hypothesis 2, that females are less likely to apply in the long selection process, whereas for men no such difference exists. Therefore, it seems gender difference in confidence partly explains the difference in likelihood to apply between a long and short selection process. The theoretical model is supported, women are not able to overcome the high costs of application as they lack confidence whereas men, who are overconfident, are able to overcome the high costs. For women, the perceived costs of a long hiring process are too high against the perceived chances to receive the job. These findings are in line with previous research on gender differences (gap) in educational choices and career choices (Rueben et al. 2017). Therefore, gender differences (in confidence) are likely to have an impact on how applicants behave early in the process.

For grade, while no evidence was found to support hypothesis 3, findings suggest that low grade participants are slightly scared off by the long selection process while high grade respondents are not. As predicted, the feeling of getting a job is not high enough to overcome high costs of application for low grade respondents (Rynes 1997). Nonetheless, this research cannot provide strong evidence to support this theory.

Fourth, based on the theoretical model, hypothesis 4 predicted that females with a high grade would still be scared off in the long selection process. However, findings do not show a difference in likelihood to apply for high-grade females between the long and short selection process. Interpreting these results, it could be that a high grade boosts the feeling of getting a job for females and could thereby help to overcome the perceived high costs of application.

Interestingly, the results show that females with a low grade are scared off by a long selection process, whereas men with low grades are not. Surprisingly, in the short selection process low grade females actually seem likely to apply. One possible explanation for this could be that due to the absence of any questions about grade requirements in the selection process or in the job description; grade and under confidence in the short selection process might have an opposite effect. Due to the lack of major requirements, female participants may see an opportunity and think they have a great possibility of landing the job. However, they still are scared off in the long selection process.

For future research it would be interesting to investigate whether the presentation versus absence of major (grade) requirements impacts the likelihood to apply for low-grade versus high-grade applicants.

Fifth, although wage expectations are slightly higher in the long selection process, findings do not show a significant difference. Therefore, hypothesis 5 is not supported. Lengthy selection processes do not seem to be associated with larger pay expectations, even when motivation and competence are readily observable by an organization and more effort is necessary.

8.2 Limitations

This study is subject to limitations. First, the collected sample (N=197) is not very large. With approximately 100 participants in the long and short condition the expected differences between the groups might not all have shown, especially in hypothesis 4 where many subgroups are compared. Additionally, the majority of the sample is female (68%). Fortunately, men and women were equally distributed between the two conditions. However, obtaining more men could be valuable as this study focuses on gender differences. Perhaps no differences are found between men in the long and short condition due to the small sample size in each group.

Second, even though the participants were appropriate for this study, the external validity of the survey is limited by the fact that the survey was primarily distributed within my personal network, therefore difficult to generalize to the rest of the consulting job-seeking population. Additionally, since this study's participants were not all job seekers, those who were not actively seeking employment might not have paid attention to the selection process since they would not be going through one soon. Perhaps selection process effects are larger for actual job-seekers. No information was collected on whether the participants were current job-seekers or not. This external validity of this study could have been improved, if it could be guaranteed that every participant was truly a job seeker. Further research is needed to validate the findings by conducting a comparable study with a larger sample with young professional job seekers.

8.3 Future research ideas

Future research should continue to study individual differences in applicant reactions to selection processes. It would be interesting to understand whether order or specific steps within a lengthy selection process discourage females to apply. Future research might make use of the selection steps from Table I. Second, since this study was conducted for a consulting position, it would be interesting to see if the presented theoretical model is applicable to other sectors. Confidence levels might be context specific; women may be more confident in traditionally-male dominated professions such as consulting (Hardies, Breesch & Branson, 2013). As a result, in other sectors, the gap might be greater.

8.4 Conclusion

In conclusion, this study showed females seem to get scared off by a long selection process, whereas men do not, especially females with a lower grade seem to get scared off. These findings are in line with previous research on gender differences (gap) in educational choices and career choices (Reuben et al. 2017). Nonetheless, future research should focus on getting more data and trying to further establish this relationship, while trying to improve on this study's limitations. This study's contribution span to both science and society. Namely, this thesis contributed towards the growing field of recruitment success by identifying individual differences in applicant reactions to the length of a selection process. In addition, the length of the selection process may be an important consideration in determining whether women shy away from difficult tasks, which may result in underrepresentation in leading positions. In conclusion, organizations that seek new employees from a representative applicant pool and make use of a long selection process should be aware females may be scared off while men are not.

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10. Appendix

10.1 Survey

In part 2 of the survey participants are randomized. They are presented with a job vacancy with either a long or a short selection process.

Welcome

Thank you for participating in this study. This survey should only take 2-3 minutes to complete.

For my master thesis, I am conducting a study on young professionals in the consultancy market. You will be asked to read a job vacancy for a real consulting company in the Netherlands and answer a couple of survey questions. This vacancy is for jobseekers who have 0-2 years of experience.

Your participation in this study is voluntary and you may quit at any time. Your data remains confidential and is treated anonymously.

Part 1

Please read the following job vacancy carefully:

Job vacancy for company X

Young executive

As a Young Executive at X, you make change possible. You are the young talent that solves organizational issues, connects people, and makes a real impact.

Why choose company X?

X makes room for experienced leadership and young talent. We form a special group with exceptional qualities. There is a flat culture at X, where everyone thinks collectively. We are looking for knowledge in combination with personality.

Your growth is our growth

Are you motivated to improve organizations in a sustainable way, and do you want to learn new things every day? Then you will feel at home with us. We like involved and driven people and try to be so ourselves all the time. We believe that you learn most when you combine direct practical experience and opportunities for learning. In the programme, you will complete challenging assignments and also follow the extensive Management Development programme with training in soft and hard skills, InterVision and coaching. With us, you go straight into the deep end. We entrust you with challenging assignments that give you a high degree of independence. You make the difference. Together with your client, you think of solutions and ways to realize them.

What do you offer?

We are particularly interested in your motives, experiences and personal development.

The profile:

- 0 to 2 years of relevant work experience with demonstrable developed organizational sensitivity
- Sharp analytical and structuring capacities
- Achieving results with tact and respect for people
- Decisive and pragmatic in realizing objectives
- Multidisciplinary attitude and demonstrable organization-wide interest

Selection process

1. CV & motivation
2. Coffee date
3. First interview
4. E-assessment
5. Second interview
6. Assessment day

Enthusiastic? Apply directly!

Participants that are randomized in the short selection process are presented with:

Selection process

1. CV & motivation
2. Interview
3. Assessment

Enthusiastic? Apply directly!

Please answer the following questions:

Q1 - How likely are you to apply for this job?

	Very unlikely	Unlikely	Somewhat unlikely	Undecided	Somewhat likely	Likely	Very Likely
How likely are you to apply for this job?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2 - What do you think is the gross wage per month for this job in €?

a-

Part 2

Q3 – How do you describe yourself?

- a. Male
- b. Female
- c. Non-binary / third gender
- d. Prefer to self-describe
- e. Prefer not to say

Q4 - What is/was your current average master grade?

- a. 5
- b. 6
- c. 7
- d. 8
- e. 9

Q5 - What are you currently studying, or have you studied?

- a. Business administration (strategy, marketing, innovation etc.)
- b. Economics
- c. Organization science
- d. Bèta study
- e. Health sciences
- f. Other

Part 3

Q6 - Are you interested in the name of company X? Please leave your email below and I will send you the company name, if not you can leave this blank.

Q7 - Do you have any questions or comments as a result of this questionnaire?

- a. No
- b. Yes, please fill in your comment below

Q8 - Are you interested in the results of this study? Please leave your email below and you will receive the results, if not keep it blank.

Part 4

We thank you for your time spent taking this survey. Your response has been recorded.

10.2 Tables and figures

Table A.1: Matrix of correlations

Variables	(1)	(2)	(3)	(4)
(1) Selectionprocess	1.000			
(2) Female	0.060	1.000		
(3) Grade	0.028	0.068	1.000	
(4) Study	0.072	0.113	0.002	1.000

Table A.2 – OLS regression model I with GPA

Dependent variable	(1)	(2)	(3)	(4)	(5)	(6)
Likelihood to apply						
Selectionprocess	-0.364* (0.218)	-0.382* (0.218)	-0.656 (0.863)	-0.678 (0.907)	-0.492 (0.985)	-0.472 (0.985)
GPA		-0.194 (0.122)	-0.239 (0.181)	-0.245 (0.184)	-0.246 (0.183)	-0.242 (0.182)
GPA*select			0.0809 (0.246)	0.0814 (0.258)	0.0876 (0.257)	0.0760 (0.257)
Female				-0.153 (0.230)	-0.0160 (0.339)	-0.0166 (0.337)
Select*female					-0.301 (0.454)	-0.259 (0.460)
Study						-0.0453 (0.0667)
Constant	4.922*** (0.151)	5.588*** (0.450)	5.742*** (0.648)	5.874*** (0.710)	5.786*** (0.753)	5.957*** (0.790)
Observations	197	197	197	194	194	194
R-squared	0.014	0.026	0.026	0.032	0.034	0.036

Note: Robust standard errors in parentheses

*** $p < 0.01$, ** $p < 0.05$, * $p < 0.1$

Table A.3 - T-test subgroups

Likelihood to apply mean	Long selection process	Short selection process	T test - P- value
Total sample	4,56 (1.53)	4,92 (1.54)	
Men	4,77 (1.55)	4,94 (1.71)	P=0.097*
Female	4,44 (1.68)	4,92 (1.44)	P=0.668
Low grade	4,61 (1.50)	5,05 (1.58)	P=0.077*
High grade	4,50 (1.59)	4,76 (1.46)	P=0.146
Female * low	4,45 (1.65)	5,11 (1.35)	P=0.418
Female * high	4,43 (1.72)	4,70 (1.53)	P=0.076*
Male *low	4,88 (1.22)	5,0 (2.0)	P=0.508
Male* high	4,60 (1.07)	4,87 (1.36)	P=0.835
			P=0.593

*the mean of the likelihood to apply of the long selection process significantly differs from the short selection process for the different group at the 0.10 level

*** at the 0.05 level

*** * at the 0.01 level